

# Using Words

AN ENRICHED SPELLING PROGRAM

TENTH YEAR

LILLIAN BELLINGHAW







# USING WORDS

AN ENRICHED SPELLING PROGRAM

FIFTH YEAR

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## WHAT TO DO

*First Day.* Read the story.

Look at each of Your New Words and say it after your teacher. Find each new word in the story and write it on a piece of paper.

*Second Day.* Do each part of Using Your New Words.

*Third Day.* Your teacher will say Your New Words and Review Words. Write each word.

Lay your paper beside your book and see if you spelled each word right. Cross out each word you misspelled and write it again. Spell it right. Save your paper.

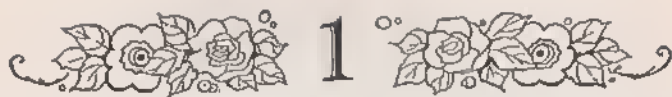
*Fourth Day.* Study the words you missed yesterday. If you did not misspell a word yesterday, you may do the Word Game for this week.

Beginning with Lesson 2, find the words you misspelled last week in MY OWN WORD BOOK and study them. Always study your words as you are told to on pages 4 and 5 under "Studying the Words You Missed."

*Fifth Day.* Write each of Your New Words and Review Words after your teacher says it. Check the words you misspell. Write your score.

Your teacher or a helper will say the words you misspelled last week. Write them. Check the words you misspell.

Write all the words you misspelled today in MY OWN WORD BOOK.



## I. A Frontier House Raising

Hiram Smith's homestead was one of several pioneer farms near a log fort in the wilderness. His one-room cabin served as bedroom, kitchen, living room, and dining room. There was no attic or basement. Many a charred stump dotted his acre of garden, which extended to the edge of the dark forest.

When a new settler came to the community, Hiram and his neighbors hastened to greet him. At once the men gathered to help build a house for the newcomer. Willing hands built the stone chimney and split logs for rafters. The men bore logs from the forest for the walls, or dragged them with a team of oxen. One man would hew a plank, another would make a sash for the window, while a third would close the chinks with tar or clay. Thus, the new house was begun and completed in a day.

### YOUR NEW WORDS

team	fort	basement	cabin	thus
acre	greet	bedroom	plank	tar
edge	sash	homestead	stump	bore
split	chimney	dining	attic	

### *First Day*

Follow the directions on page 1 under "First Day."

REVIEW WORDS—country, whole



## II. Using Your New Words

### *Second Day*



1. In Your New Words find the words that belong in these blanks. Write them beside number 1 on a piece of paper. The picture will help you.

1. A — of oxen

3. A tall stone —

2. A log —

4. The — of a tree

2. In Your New Words find the words that have **ee** or **oo**. Write them beside number 2 on your paper.

3. In Your New Words find the words in which you see these words. Write them beside number 3.

us      home      it      ore      ash      at

4. In Your New Words find a word that means about the same as **cellar**. Write it beside number 4.

5. Beside number 5 on your paper write **tar**, **acre**, **plank**, **edge**, **dining**, **fort** in alphabetical order (a b c order).

6. Make another word from **dine** by dropping **e** and adding **ing**. Write it beside number 6.

7. Beside number 7 on your paper write each of these words and put in the missing letter.

te-m

sa-h

e-ge

### III. Testing Yourself

#### *Third Day*

1. Count Your New Words. Number one line on your paper for each new word. Leave two lines without numbers for the Review Words.

2. Your teacher will say each of Your New Words and Review Words. Write each of Your New Words beside a number. Write the Review Words on the lines which have no numbers.

3. Look at Your New Words and Review Words in your book. If you misspelled a word, draw a line through it on your paper. Write it again beside the word that is wrong. Be sure that you spell it right. Save your paper.

### IV. Studying the Words You Missed

#### *Fourth Day*

1. Look at the paper you saved. Yesterday you crossed out each word you misspelled. Study the words you missed.

This is the way to study a word:

1. Look at the word in your book. Say it to yourself. Say each letter in the word. Close your eyes and say each letter.

2. Look at the word again.

3. Write the word. Do not look at your book when you write it. Then look at the word in your book. See if you spelled the word right.

4. Cover the word and write it again.

Do this until you can spell the word right.

2. If you did not misspell a word yesterday, you have made the first team for this week. First team members may turn to page 40 and do Word Game 1.

## V. Taking Another Test

### *Fifth Day*

1. Number one line on your paper for each of Your New Words. Leave two lines without numbers for the Review Words.

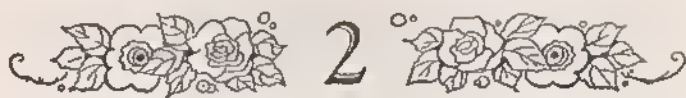
2. Your teacher will say each of Your New Words and Review Words. Write each word.

3. Put a check like this (X) on your paper beside each word you missed. Your score is the number of Your New Words you spelled right. Do not count the Review Words. Write your score.

## Making a Word Book

Your teacher will help you make a word book. You will use it every week. Print "My Own Word Book" and your name on the cover.

If you missed any new words or review words in your test, write them in MY OWN WORD BOOK. Above the words write "Lesson 1."



## I. A Dance on the Old Frontier

When America was young there was little time to be idle on the frontier, and hard work was a habit. But on Saturday evening, when there was dancing in the village, every young couple in the county round about came to enjoy the fun, and everyone was welcome. Indeed, you yourself would have enjoyed the music, though it might have seemed queer that there was no orchestra, or even an organ or piano.

"Choose your partners," the fiddler would call. "Form a circle on the floor." Then the music began.

How the dancers would praise the music after every dance! On and on they danced, without letting the fiddler have a moment's rest. It seemed all too soon when the music stopped, and the gay company went homeward under the lonely, starlit heaven.

### YOUR NEW WORDS

dancing	heaven	enjoy	indeed	evening
America	queer	habit	praise	village
company	couple	organ	county	welcome
form	yourself	letting	idle	

### *First Day*

Always follow the directions on page 1 for each day's work.

REVIEW WORDS—none, guess

## II. Using Your New Words

### *Second Day*

1. Write **yourself**, **dancing**, **organ**, **evening**, **praise**, **welcome**, and circle each vowel in the words.

2. When a vowel has a short sound, as **a** in **ashes**, we mark it this way to show its sound: **ă**. When it has a long sound, as **o** in **old**, we mark it this way: **ō**.

Write **habit** and **idle** and cross out silent **e**. Mark the vowels **a** and **i**. (See pronunciation key, page 91.)

3. Write the new word that names a country.

4. Three new words begin with **c**. The **c** has the sound of **k** in each word. Write the words.

5. Write the new words that have **ee**, **ea**, **ll**, **tt**.

6. Write the words that rhyme with **storm**, **employ**.

7. Write these words. Put in the missing letters.

ha-it      que-r      let-ing      c-uple

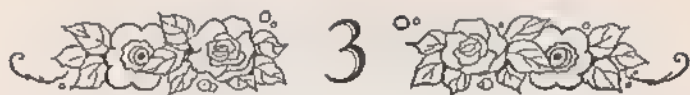
### What to Do on Other Days

*Third Day.* Test yourself as you are told on page 1.

*Fourth Day.* Study the words you missed yesterday. If you did not misspell a word, do Word Game 2 on page 40. In MY OWN WORD BOOK find the words you missed last week and study them.

*Fifth Day.* Test yourself again on Your New Words and Review Words. Then your teacher or a helper will say the words you misspelled last week.

Write all the words you missed today in MY OWN WORD BOOK under "Lesson 2."



## I. A Wilderness Home

John Morris set out from his home in Virginia for the wilderness of Kentucky with his wife Hester and their two babies. As their wagon crept slowly onward, Hester huddled in her brown woolen cape. She looked and felt very homesick.

Life in the new land was hard. Hester made acorn meal when the flour was used up. She braided a broad carpet for the floor. In her spare time she would knit a pair of mittens, or stitch a curtain.

Though there was little space for furniture in their cabin, John had made a maple bed, a cradle, some rough chairs, and a table. On the table Hester had placed the family Bible. John had cleared away trees, and had planted a garden.

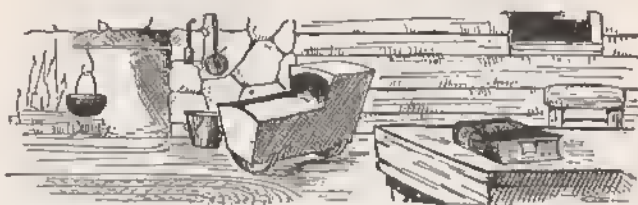
Now Hester had forgotten the hardships of the past year. As she watched her children creep on the floor and heard the water boil in the iron kettle, she felt happy in her new home.

### YOUR NEW WORDS

wife	Bible	kettle	maple	space
knit	creep	cradle	babies	crept
cape	acorn	carpet	broad	spare
stitch	homesick	furniture	curtain	

REVIEW WORDS—answer, busy

## II. Using Your New Words



1. Write the new words that belong in the blanks. The picture shows (1) a ——— for a baby; (2) a ——— on the table.

2. **Small** and **little** mean nearly the same thing. They are called “synonyms.” Write a synonym for each of these words.

pot

sew

wide

infants

3. A “silent letter” is one whose sound you do not hear when you say a word. Write the word that begins with silent **k**.

4. Write **creep**, **carpet** in alphabetical order. Remember to look at the second letter.

5. Write **cape**, **maple**, **crept**, **homesick**, **space**, **wife**. Mark the vowels. (See the pronunciation key at the top of page 91.) Do not mark silent **e**.

6. Write the words in which you see **corn**, **fur**.

7. Write these words. Put in the missing letters.

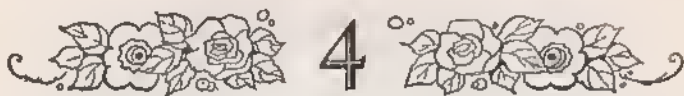
furnit-re

sp-re

c-rtain

WORD GAME for this week—GAME 3 on page 41





## I. Food for the Pioneer Home

Work was hard and appetites were big on a frontier farm. Dinner was often a real feast. On the table there might be roast pork and gravy; beans, picked that morning from the vine and cooked with bacon; mashed turnip; potato; and bread. The dessert might be pudding with sweet sauce.

All this food was probably raised on that very farm. The farmer would hitch his horse or mule to a plow and turn over the fertile soil. Then he would sow wheat or rye, and plant corn and vegetables. When the corn and vegetables began to grow, he had to hoe and weed them.

At last came the harvest. The farmer would haul the grain to the mill, where the miller would grind it into flour and put it in a barrel. Turnips, potatoes, and other crops were stored where they would not freeze. It was hard work to earn a living on a frontier farm.

### YOUR NEW WORDS

sauce	weed	hoe	haul	feast
gravy	pork	rye	mule	bacon
grain	vine	sow	earn	grind
turnip	harvest	pudding	barrel	

REVIEW WORDS—sugar, raise



## II. Using Your New Words

1. Write the words that mean: (1) a vegetable; (2) a sauce made from meat juice; (3) a grain.

2. Write the words that sound like **so** and **hall** but are not spelled the same.

3. Many words have double letters such as **tt** in **attic**. Write the words that have these double letters: **ee**, **dd**, **rr**.

4. Write the words that rhyme with these words.

dye                  least                  rain                  learn

5. Write **grind**, **sauce**, **pork**, **bacon** in alphabetical order.

6. Write **hoc**, **harvest** in alphabetical order.

7. Write **mule**, **vine**, and mark the vowels **u**, **i**. The pronunciation key at the top of page 91 will help you.

8. Write the two words which have **au**. Then say the words to yourself and notice the sound of the **au**.

9. Write these letters: **b**, **m**, **s**. In front of each letter write the letter that comes before it in the alphabet. After each one write the letter that comes after it in the alphabet.

10. Write these words. Put in the missing letters.

grav-                  r-e                  barr-l

WORD GAME for this week—GAME 4 on page 42



## I. Homemade Candles

Today we use the words "candle power" when we judge the amount of light given off by a lamp. Perhaps we fail to remember that once candles, not electricity, lighted our homes. Anyhow, the words "candle power" remind us of that fact.

In many early American homes women made their own candles. A woman could make cheap tallow candles herself, by saving and using the grease from meat. She would heat the grease and dip long strings into the liquid, time and time again. A fourth or even an eighth of a tallow-covered string was often enough for one candle.

A sweet-smelling candle made from a berry known as the "bayberry" called for extra work. The housewife first walked back and forth in the fields, picking the berries. After getting them, she would make round or square candles, wipe and polish them, and store them for Thanksgiving and Christmas.

### YOUR NEW WORDS

fact	candle	herself	women	judge
heat	berry	getting	extra	fail
wipe	square	perhaps	cheap	forth
eighth	anyhow	saving	amount	

REVIEW WORDS—among, listen

## II. Using Your New Words

1. Make other words by putting these letters in front of these words. Write the words you make.

mount(a)

eat(h)

2. You can make the word **without** by putting together two other words: **with**, **out**. A word which is made up of other words is called a "compound word." In Your New Words there are two compound words. Write them.

3. Write the words that have double letters.

4. Write the words that mean: (1) something that gives light; (2) a number word; (3) to clean by rubbing.

5. Write **square**, **saving** in alphabetical order.

6. To write words in alphabetical order when the second letters, as well as the first, are alike, look at the third letters. **Grain** and **grind** are in alphabetical order. Why?

Write **fail** and **fact** in alphabetical order.

7. Write a synonym for each of these words: **maybe**, **ladies**.

8. Write the word that has silent **d**.

9. Write the word that sounds like **fourth** but is not spelled the same.

10. Write these words. Put in the missing letters.

ext-a

ju-ge

che-p

WORD GAME for this week—GAME 5 on page 42



# 6

## *Review Lesson*

### **1. Using Your Words**

1. Say these words to yourself: **enjoy, sash, letting, habit, candle, herself.** Write the words in which you see these words: **it, ash, joy, can, her, let.**

2. Write **rye, fort, thus, edge, spare, judge, queer, grain** in alphabetical order.

3. Make other words by putting letters after **amount, cheap, curtain, grind.** Write them.  
(ing)amount      (er)cheap      (s)curtain      (ing)grind

### **II. Using Your Words**

1. Make another word from **knit** by doubling the **t** and adding **ing.** Then copy the sentence below and fill in the blanks, to tell how you made the word.

I doubled the — and added —.

2. Make two other words from **enjoy** by adding these letters: **ed, able.** Write the words you make.

3. The words in your spelling dictionary are in alphabetical order. **Acre** is in the first part and **sash** is in the last part. Why?

Write the words below. Then write "first" or "last" after each word to show in what part of the dictionary it comes.

women      attic      sow      berry      village      acorn

### III. Using Your Words

1. Notice the spelling of **couple**, **habit**, **curtain**, **furniture**, **queer**. Write the words below and put in the letters that are missing.

furnitu-e    cou-le    curt-in    hab-t    qu-er

2. Write each sentence, using **is** or **are**.

The boys — here.            Mildred — going to sing.

3. Write these sentences and put **can** or **may** in each blank. **Can** means "to be able." "You **may** go" means "I will **allow** you to go."

Dora — draw very well.    You — borrow my book.

4. Write these sentences and put **was** or **were** in each blank. Use **were** after the word **you**.

I — watching.            You — in the cave.

5. Write these sentences. Put **cheap**, **cheaper**, or **cheapest** in each blank. **Cheaper** is used to compare two things, **cheapest** to compare three or more.

Those shoes are —, but these are even —.

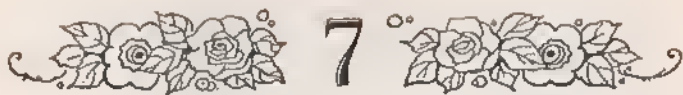
This is the — pair of shoes I have seen.

### IV. Studying Your Own Words

Study the words you misspelled in Lessons 1 to 5. They are in MY OWN WORD BOOK.

### V. Testing Yourself

Test yourself on the words you misspelled in Lessons 1 to 5. Write the words you misspell in this test under "Lesson 6" in MY OWN WORD BOOK.



## I. Traveling the Oregon Trail

Today a traveler can watch the scenery from a coach window as the train speeds onward at eighty miles an hour. Traveling is pleasant and easy.

But years ago, before Grandfather and Grandmother were born, a journey of any great distance was dangerous and difficult. As pioneers moved westward over the Oregon Trail, their wagons would bump and rattle over the rough stones. The men had learned to expect Indian attacks, and each one kept his rifle ready. Around the campfire, many a tale was told of Indian fights and narrow escapes.

The trail often wound along the edge of a steep bluff, then plunged into a lonesome valley. At first there wasn't a ferry on any river, and during high water the wagons were unable to cross. Often the men had to shovel away the mud when a wagon was stuck. Sometimes the men made the way easier by cutting down trees. Travel was hard work.

### YOUR NEW WORDS

coach	unable	distance	expect	trail
ferry	shovel	cutting	easier	rifle
bluff	rattle	lonesome	eighty	rough
tail	grandmother	grandfather	bump	

REVIEW WORDS—enough, loud

## II. Using Your New Words



1. Write the two words which are names for relatives. They are compound words.

2. Write the word in which **gh** sounds like **f**.

3. Write **expect**, **bump**, **bluff**, **unable**, **cutting**, **rifle**, and mark the vowels to show whether their sounds are long or short. Do not mark silent **e**. Use the pronunciation key at the top of page 91.

4. Write the word that sounds like **tail** but is not spelled the same.

5. Write the words in which **y** sounds like short **i**.

6. Write **distance**, **easier**, **lonesome**, **rattle** in alphabetical order.

7. Write these sentences. Put in the missing words.  
The — led up a mountain.

A — is the name for a railroad car, and also for a teacher of games.

8. Write these words. Put in the missing letters.

bluf-          shov-l          cut-ing          co-ch

WORD GAME for this week—GAME 6 on page 43.





## I. Witches and Pumpkins

A "man from Mars" would think us odd if he came to earth on Halloween. How would he explain the sight of a witch dressed in a black skirt, a blouse with a black collar, and an ugly mask? If he should see a young fellow carrying a pumpkin carved into a grinning face, he would be willing to bet that earth-people are crazy.

Halloween has come down to us from the day when nearly everyone was willing to believe that ghosts rose from the grave as the clock struck twelve. People were afraid of witches, and felt no shame in their fear.

Now it is understood that Halloween witches are a joke. We sometimes use a toy squirrel and a bowl of nuts, or a shock of corn and some pumpkins, for Halloween decorations, as well as paper witches. For we celebrate not only the night of goblins, but also the plenty of the harvest season.

### YOUR NEW WORDS

fear	grave	squirrel	explain	witch
bet	plenty	everyone	skirt	joke
ugly	shame	pumpkin	collar	crazy
fellow	Halloween	understood	believe	

REVIEW WORDS—sheet, wrote



## II. Using Your New Words

1. Write the words that mean: (1) a small animal; (2) unpleasant to look at; (3) to make clear; (4) the evening of the last day of October.

2. Write the words in which you see these words: **one, stood.**

3. Write the words that rhyme with these.

let              poke              lazy              ditch

4. Write the words that begin with **sh, pl.**

5. **Shoes** is the plural of **shoe**. **Shoe** is in the "singular form." It is correct to use **shoe** when we mean one shoe, and **shoes** when we mean more than one.

Write **pumpkins, collars, graves, skirts** in the singular form by taking away final **s**.

6. Write **fellow** and **fear** in alphabetical order.

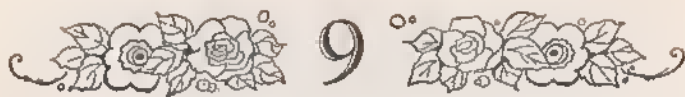
7. Find the words **cheat** and **candle** at the top of a page in your spelling dictionary. These words are called "guide words." They are the first and last words on the page. Guide words will help you find words in the dictionary quickly.

Write the word that comes after **candle** in the dictionary. Write the word that comes before **cheat**.

8. Write these words. Put in the missing letters.

s-irt              coll-r              beli-ve

WORD GAME for this week—GAME 7 on page 43



## I. Fire! Fire!

One day John saw a fire engine speed past at fifty miles an hour. One fireman drove and fourteen or fifteen others clung to the truck.

Down the street John saw smoke pour from a factory window, and flames burst through the roof. It is human nature to go to a fire, and soon John was watching the blaze that had started through the fault of a careless workman.

John could see that it took a strong wrist and a firm grip to hold the nozzle of the hose steady, for the water shot out with great force. Although he stood far apart from the crowd, beyond the area he had seen the firemen measure off as a safety zone, he could feel the spray sprinkle down, and see it soak the pavement near him.

When the fire was out, John thought, "I can see why people vote money for fighting fire."

### YOUR NEW WORDS

measure	force	hose	apart	fireman
through	burst	grip	fault	fourteen
sprinkle	wrist	pour	blaze	factory
vote	fifty	nature	soak	

REVIEW WORDS—Thanksgiving, holiday

## II. Using Your New Words



1. **Firemen, factories** are in the plural form. Write the singular of each. See **Your New Words**.

2. Write **force, fault, fourteen, factory** in alphabetical order.

3. Write the words that have silent **w, gh**.

4. Write a synonym for each of these words: **flame, separately**.

5. Write the word that means "to break."

6. In your spelling dictionary find **soak, pour, sprinkle**, and read the meanings given. Use guide words in finding them. Then write the words that mean:

1. To drench

2. To cause to flow in a steady stream

3. To scatter in small drops

7. Write **hose, grip, vote, fifty, nature**, and mark the vowels **o, a, i** to show their sounds.

8. Write these words. Put in the missing letters.

fa-**lt**

me-**sure**

fo-**rteen**

WORD GAME for this week—GAME 8 on page 44



### I. Roundup on Y-Bar Ranch

The morning the roundup began on Y-Bar Ranch the cowboys were in the saddle early. With many a wild yell, they set out from the stable to round up the stock. Each of them carried a lasso and a blanket roll tied up with cord. Even the hero of a Western movie would have felt respect for their skill at riding.

The beef cattle were scattered widely over the eighteen thousand acres of the ranch. The calves and steers had grazed for months, with only a few cowboys on guard against a thief or wild animal.

Now the men rounded up the bellowing cattle and drove the herd slowly toward the railroad. At each ditch or creek the cattle stopped to drink. When they had drunk their fill they were driven onward.

At last the cattle were shipped eastward to packing house and butcher. The cash from the sale repaid the rancher well for his year's work.

#### YOUR NEW WORDS

herd	creek	saddle	stock	cash
beef	guard	respect	ranch	cord
hero	thief	stable	drunk	yell
ditch	eighteen	butcher	calves	

REVIEW WORDS—tired, Tuesday

## II. Using Your New Words

1. Write the words that mean:

1. A very large farm    2. The meat from a cow

2. The plurals of **calf** and **thief** are formed by changing the **f** to **v** and adding **es**.

Write the plural of **calf**.

Write the singular of **thieves**.

3. Write the word that has double **l** and the one that has double **d**.

4. Write the word that sounds like **heard** but is not spelled the same.

5. Find **creek** in your spelling dictionary. See how the word is marked to show its pronunciation. The pronunciation key at the foot of the page will help you. Write the word, and say it to yourself.

6. Write the words that rhyme with these.

lash      lock      sunk      seek      pitch      table

7. Make words that are in Your New Words from **respects**, **heroine**, **guards**, **butchers**, **eight**, **cords**. Do this by adding letters or taking away letters. Write the words you make.

8. Write these words. Put in the missing letters.

be-f

sad-le

cre-k

WORD GAME for this week—GAME 9 on page 44

## I. Cowboy Music

Who has not thrilled with delight at the pleasant sound of the cowboy's songs? No one has taught him a note of music, but we like to hear him sing or whistle. As many of his songs are not written down, we'll never hear them. These songs are part of an outdoor world which is very different from the noisy city.

As a group of cowboys sit in a circle around the evening campfire it is usual for somebody to start a tune. Some of the songs are spirited ballads of the cattle country. Some are wistful songs of homesickness, parting, jail, or death. A voice from the shadows will repeat a stanza; then a musical reply will ring out from beside the campfire. It is easy to forgive any musical mistakes, for to the cowboy singing is a sport and a pleasure. So the cowboys sing under the stars until they grow sleepy and lie down by the fire to sleep until dawn.

### YOUR NEW WORDS

circle	sleepy	forgive	reply	repeat
jail	sport	taught	note	voice
whistie	noisy	written	usual	delight
we'll	somebody	different	pleasant	

REVIEW WORDS—piano, since

## II. Using Your New Words



1. In your spelling dictionary read the meanings for **reply**, **repeat**, **noisy**, **circle**, **we'll**. Then write the words that mean: (1) to say or do or happen again; (2) we will; (3) a ring; (4) to answer; (5) full of noise.

2. The word **forgive** is said in two parts—**for** and **give**. These parts are called "syllables." The word **note** has only one syllable.

In Your New Words one of the three rows of five words has words of only one syllable. Write the words in this row.

3. Write the words that have silent **gh**.

4. Write the words that begin with **wh**, **sl**.

5. Make two compound words from these four words: **body**, **for**, **some**, **give**.

6. Write this sentence. Put in the missing word.

Jack has ——— a letter.

7. Write these words. Put in the missing letters.

pleas-nt

diff-rent

us-al

WORD GAME for this week—GAME 10 on page 45



*Review Lesson*

**1. Using Your Words**

1. Notice the double letters in these words: **beef, bluff, cutting, creek, fellow, eighteen.**

Write the words that have these double letters: **ff, ee, ll, tt.**

2. Write **sport, bet, joke, rifle, crazy, grip.** Mark the vowels. Do not mark silent **e.**

3. Write **fault, plenty, ranch, we'll, shame, coach** in alphabetical order.

**II. Using Your Words**

1. Make other words by putting letters after **expect, delight, note, explain, respect.**

(ed)expect

(d)note

(ed)delight

(ed)explain

(able)respect

2. The **ful** in **hopeful** is called a "suffix." A suffix is a syllable added to a word to change its meaning.

Make other words by putting **ful** after **fear** and **delight.** The suffix **ful** means "full of."

3. Write the plural of **thief** by changing the **f** to **v** and adding **es.**

4. Write the plural of **factory** by changing the **y** to **i** and adding **es.**



### III. Using Your Words

1. Write these sentences and put **write**, **wrote**, or **written** in each blank. Use **written** after **had**.

Who ——— Tom Sawyer?          Jack will ——— a story.

Alice had ——— a letter.

2. **Usual** means "ordinary" or "customary." Write this sentence and put **usual** in the blank.

Playing ball is the ——— thing for us to do.

3. Write this sentence. Put **burst** in the blank.

My toy balloon ——— when I blew it up.

4. Make two other words from **easy** by changing y to i and adding **er**, **est**. Write the words you make.

5. Write these sentences and put **easier** or **easiest** in each blank. **Easier** is used to compare two things.

History is the ——— subject of all for John.

Mary thinks geography is ——— than history.

6. Look at the spelling of **skirt**, **believe**, **saddle**, **shovel**, **different**. Write the words below and put in the missing letters.

sk-rt      sh-vel      sadd-e      differ-nt      bel-eve

### IV. Studying Your Own Words

Study the words you misspelled in Lessons 7 to 11. They are in MY OWN WORD BOOK.

### V. Testing Yourself

Test yourself on the words you misspelled in Lessons 7 to 11. Write the words you misspell under "Lesson 12" in MY OWN WORD BOOK.

## I. Fire and Clay

The fact that fire will harden clay into pottery was a great discovery. At first men would pinch and press moist clay between thumb and fingers to shape it into a dish. Then, by setting the plain clay bowl in a fire, they hardened it. The clay tablet for writing was made in the same way.

When the potter's wheel was invented, men put aside the old methods. The odd, crude dishes that had been so rough to the touch vanished. By using clay plus a simple stain or paint, man made pottery of many colors—red, rust, orange, or yellow. Thus the art to transform a heap of clay into really beautiful pottery was born.

Today, a factory may receive one order for thousands of dollars' worth of pottery. One kind of cup, saucer, flowerpot, or tile may be cast in a mold and produced in quantity. But in spite of mass production, pottery-making is still an art.

### YOUR NEW WORDS

<b>pinch</b>	<b>tile</b>	<b>order</b>	<b>odd</b>	<b>saucer</b>
<b>plain</b>	<b>aside</b>	<b>thumb</b>	<b>cast</b>	<b>tablet</b>
<b>press</b>	<b>stain</b>	<b>touch</b>	<b>rust</b>	<b>really</b>
<b>heap</b>	<b>setting</b>	<b>pottery</b>	<b>plus</b>	

REVIEW WORDS—says, middle

## II. Using Your New Words

1. Write the words in which you see these words: **inch, let, set, pot.**

2. **Order** and **aside** have two syllables. Write the words. Then find them in your spelling dictionary and notice how they are divided into syllables. Draw a line between the two syllables of each word.

3. Write a synonym for each of these words: **pile, truly.**

4. Write the words that mean:

1. Part of the hand

3. A small dish

2. Strange

4. Coloring matter

5. Without ornament

5. Write the words that rhyme with **less, dust.**

6. Write the word that has **ou.**

7. Write **plus** and **tile.** Mark the vowels **u** and **i** to show their sounds.

8. Find the word **cast** in your spelling dictionary. Notice how the **a** is marked. Find this **a** in the key at the bottom of the page and learn its sound. Then write **cast** and mark the **a** to show its sound.

9. Write these words. Put in the missing letters.

real-y

t-uch

o-d

WORD GAME for this week—GAME 11 on page 45

## I. The Christmas Mail

The main post office in New York City handles mail bound for many lands. Only a fraction of the city's mail is handled in this office, but whenever a busy season approaches, the building is crowded. In spite of the "Mail Early" notice, Christmas mail is always the cause of a last-minute rush.

Each clerk has some duty to perform, and rules to obey. Some write the price of postage on parcel-post packages. Others throw mail into bags with accurate aim. The clerks see that the wrapping of packages is tight. They tell people how to print name and address in the proper blank for mailing. One clerk takes the fingerprint of a man who is depositing money. Another listens to a man who has a claim for an insured package that has been lost.

Because each clerk is the master of his own job, all the mail is soon on its way.

### YOUR NEW WORDS

duty	print	whenever	cause	clerk
aim	blank	master	notice	claim
office	price	fraction	tight	bound
main	fingerprint	post office	obey	

REVIEW WORDS—writing, carried

## II. Using Your New Words

1. Make two compound words from **print**, **when**, **finger**, **ever**. Write the two words.

2. In your spelling dictionary find the word **duty**. Notice that after the first syllable of **duty** there is a mark like this ('). This mark is called an "accent." It shows which syllable is pronounced more strongly.

Write these words: **notice**, **master**.

Now write **notice** and **master** in syllables. Place the accent mark as it is in your spelling dictionary.

3. Write the words which mean the opposite of these words: **result**, **disobey**.

4. Write the words that mean: (1) a building where mail is handled; (2) a part.

5. Write the words which have these letters: **ai**, **gh**. Then find the words in your spelling dictionary. What sound has the **ai**? Has the **gh** a sound?

6. Write **duty**, **office**, **bound**, **clerk** in alphabetical order.

7. Write **print**, **blank**, and **price**, and mark the vowels **a** and **i** to show their sounds.

8. Write these words. Put in the missing letters.

ti-ht

a-m

cl-rk

WORD GAME for this week—GAME 12 on page 46

## I. Christmas Eve

On Christmas Eve the old farmhouse was warm and cozy. Outdoors, the temperature was near zero. Moonlight made the calm beauty of the night seem still more beautiful.

In the parlor of the farmhouse a merry group was gathered. Brother and sister, nephew and niece had come back to the farm for Christmas. The happy laughter of the gay crowd made such a din that a sleepy English sparrow under the eaves awoke with an angry chirp.

Whatever the usual bedtime might have been, it was forgotten on this night. The good cheer seemed to double as the hour grew later. But by midnight the younger children were dreaming wonderful dreams of skating parties and sleigh rides.

Downstairs there was still a tree to trim, and many a present to bring from hiding. By the time the last good night was said, it was late indeed.

### YOUR NEW WORDS

merry	English	wonderful	beauty	zero
cheer	parties	whatever	double	trim
niece	sparrow	beautiful	parlor	calm
skating	midnight	good night	present	

REVIEW WORDS—stories, sitting

## II. Using Your New Words



1. In the word **beautiful**, **ful** is a suffix meaning "full of." Write this sentence on your paper and fill the blank: "**Beautiful** means full of —."

2. Write the two words having the suffix **ful**.

3. Write **merry**, **sparrow**, **parlor**, **skating**. Draw a line between the syllables of each word and place the accent mark. See your spelling dictionary.

4. Some words change their meanings when the accent is changed. **Present** is such a word. Find it in your dictionary. Then write on your paper the two meanings given below. Write **present** in syllables after each meaning and place the accent.

1. A gift

2. To give or offer

5. Write **trim**, **zero**. Mark the vowels.

6. Write the words that rhyme with **deer**, **trouble**.

7. Write **English**, **good night**, **midnight**, **what-ever** in alphabetical order. (Always capitalize **English**.)

8. Write these words. Put in the missing letters.

n-ece

ca-m

part-es

'WORD GAME for this week—GAME 13 on page 46



## I. Fun with a Puppet

The star actor of our club's show was a large, homely puppet. His feet were hinged at the ankle, and his chin could move so that he seemed to talk or chew. He was so real he almost seemed to be living and to have a brain.

In the first scene we had this puppet rush into a doctor's office. He seemed out of breath, and held his hand to his forehead. Then he began to review all his symptoms of bad health. He told the doctor he had a cough, a fever, a bad taste in his mouth, and a terrible ache in his stomach. To cure him the doctor gave him a dose of a drug that looked very much like castor oil.

In the next scene our puppet visited the dentist. While the dentist worked over him, our star actor sat with his mouth open and a towel over his chest and lap. How we laughed to see what a difficult time our puppet had!

### YOUR NEW WORDS

cure	brain	health	taste	chin
lap	fever	rush	ankle	drug
dose	cough	breath	chew	ache
living	forehead	dentist	review	

REVIEW WORDS—doctor, though



## II. Using Your New Words

1. Write the words which mean:

1. To make well
2. Alive
3. Hurry

2. **Dentists, foreheads, laps, doses** are in the plural form. Write these words in the singular form.

3. Write **ache, chin, breath, chew, brain, ankle** in alphabetical order.

4. Write the words that rhyme with these words: **rug, wealth.**

5. Write the word in which **gh** sounds like **f**.

6. The **re** in **review** is called a "prefix." A prefix is a syllable added at the beginning of a word to change its meaning. **Review** means "to view again." Write the word, draw a line between its syllables, and place the accent mark. See your dictionary.

7. Find **fever** in your spelling dictionary and notice the sound of the second **e**. How is it marked? In the key at the bottom of the dictionary page find the mark and learn the sound that the mark stands for.

Now write **fever** and mark the vowels.

8. Write these words. Put in the missing letters.

ac-e

tast-

ank-e

WORD GAME for this week—GAME 14 on page 47

## I. The Silkworm

Although the silkworm is far from pretty, it is responsible for many of the pretty things we wear. It is hard to believe that much of our Easter finery comes from threads spun by a worm.

The silk moth lays her eggs on a piece of cloth or paper about the size of a handkerchief. The eggs are not kept in a sunny place, but hatch in the dark. The growing silkworms feed hungrily on tender mulberry leaves, in a place kept warm by gentle heat, until their bodies swell to several times their original size. Then they stretch out to rest before spinning cocoons and changing into moths. Each cocoon is finally unwound and the thread put on a frame or spool that is longer than the ordinary spool.

In this country we do not bother to raise silkworms, although there is proof that they will thrive and multiply here once the problem of raising the proper food is solved.

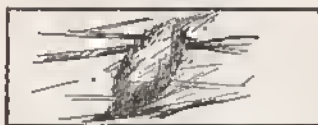
### YOUR NEW WORDS

spool	stretch	silkworm	Easter	tender
frame	cocoon	changing	bother	swell
proof	problem	multiply	proper	gentle
sunny	although	handkerchief	worm	

REVIEW WORDS—button, sew

## II. Using Your New Words

1. Write the word that goes with each picture.



2. Write **bother**, **proper**, and mark the vowels. See your spelling dictionary.

3. Write the words that end with silent e.

4. Write the word that has these meanings: (1) delicate, and (2) the car of a train that carries coal and water for the engine.

5. Write **changing**, **Easter**, **sunny**, **problem**. (Names of holidays begin with capital letters.) Draw a line between the syllables of each word and mark the accent. Then see your spelling dictionary.

6. Write the words that rhyme with **dwell**, **dough**.

7. Write the word **worm**. Then make a compound word by adding the word **silk** to the word **worm**. Write the compound word.

8. Write these sentences. Put in the missing words. Rubber will — without breaking. There is proof that silkworms will thrive and — in this country.

9. Write these words. Put in the missing letters.

pro-f                      han-kerchief                      pro-lem

WORD GAME for this week—GAME 15 on page 47

## *Review Lesson*

### **I. Using Your Words**

1. Notice the double letters in these words: **cheer**, **proof**, **setting**, **office**.

Write the words that have these double letters: **ce**, **ff**, **oo**, **tt**.

2. Write **drug**, **cure**. Mark the vowel **u** to show whether it is long or short.

3. Write **dose**, **plain**, **clerk**, **parties**, **duty**, **touch**, **beauty**, **cast** in alphabetical order.

4. Use **written** with **was** or **were**. Write these sentences on your paper. Use **was written** or **were written** in each sentence.

The plays — — by the fifth grade class.

The poem "Wishing" — — by Laura.

### **II. Using Your Words**

1. It is correct to use **come** with **has** and **have**. Write these sentences and use **come** or **came** in each.

Mr. Brown — — to see us yesterday.

The time has — — for the birds to fly south.

The parcel-post packages have — —.

2. Make other words by adding **d** to **cause**, **price**.

3. Make other words by adding **y** to **rust**, **health**.

### III. Using Your Words

1. Write the plural of **duty** by changing the **y** to **i** and adding **es**.

2. Make other words by adding the suffix **ful** to **cheer** and **health**. Write the words.

3. Make other words by adding the suffix **ly** to **plain** and **proper**. Write them.

4. It is correct to say, "Those books are mine." Write these sentences and put **those** in the blanks.

See — trees sway in the wind.

How fast — raindrops are falling!

5. Write these sentences and put **done** or **did** in each blank.

Jack has — his work quickly.

I — my art work yesterday.

6. Notice the spelling of **proof**, **ache**, **odd**, **touch**, **tight**, **niece**. Write the words below and put in the missing letters.

to-ch      ni-ce      tigh-      proo-      a-he      -dd

### IV. Studying Your Own Words

Study the words you misspelled in Lessons 13 to 17. They are in MY OWN WORD BOOK.

### V. Testing Yourself

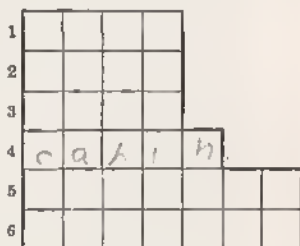
Test yourself on the words you studied yesterday. Write the words you misspell under "Lesson 18" in MY OWN WORD BOOK.

## WORD GAMES

### GAME 1 (FOR LESSON 1)

On your paper make a puzzle like the one below. Make the squares large enough to print in. Then print **bedroom**, **bore**, **acre**, **chimney**, **sash**, **cabin** in the proper puzzle spaces. The meanings given will help you.

1. A piece of ribbon or cloth worn around the waist; the wooden border of a window
2. To make a hole in; the past of **bear**
3. A unit of area used to measure land
4. A small house
5. A passageway for smoke
6. A room used for sleeping



### GAME 2 (FOR LESSON 2)

1. Write the word in each row which means the opposite of the word at the left.

idle:	busy	tired	lazy
praise:	welcome	applaud	blame
letting:	allowing	preventing	permitting

2. Write these sentences. In each sentence use one of the words given in parenthesis.

Ice will (*from, form*) on water in cold weather.

Pennsylvania has sixty-seven (*counties, countries*).

### GAME 3 (FOR LESSON 3)

1. Write on your paper the words at the left below. After each word on your paper write the number of the statement which tells something about it.

**cradle** 1. Comes from **in** + **joy**, and means "to take pleasure in."

**habit** 2. Comes from Anglo-Saxon words meaning "a frame or basket."

**enjoy** 3. Comes from words which mean "to have or to hold"; one present meaning is "custom" or "way of doing something."

2. Write **cape, spare**. Beside each word write the number of the pair of meanings that goes with it.

1. A point of land stretching into the sea;

a covering for the shoulders

2. Thin: extra

3. Make a puzzle like the one below, but larger. Print in it the letters that are missing in **broad, knit, crept, stitch, babies, wife, kettle.**

w	i	f	e		
<del>x</del>	n	i	t		
c	r	e	p	t	
b	r	o	a	d	
b	a	b	i	e	s
s	t	i	t	c	h
k	e	t	t	i	c

#### GAME 4 (FOR LESSON 4)



1. Write these sentences and use **sowing** or **sewing** in each one. The picture will help you.

Jane is — a dress.      Mr. Brown is — seed.

2. Write **haul** and **hall** on your paper. Beside each word write the number of the sentence, below, in which you would use it.

1. — means a "passageway."
2. — means "to carry in a truck or wagon."

---

#### GAME 5 (FOR LESSON 5)

In each of these sentences one of the words has the meaning given below the sentence. Write the word.

1. Sarah's mother made a berry pie for dinner.  
— means "a small, fleshy fruit having seeds."
2. The heat of the day was almost unbearable.  
— means "amount of warmth."
3. It is a fact that Mary won first prize.  
— means "something that has really happened."



### GAME 6 (FOR LESSON 7)

Read these sentences. Below each sentence are two meanings for one of the words in that sentence. Write the number of each sentence on your paper. Beside it write the meaning that is used in the sentence.

1. Jack could hear the **rattle** of the wagon wheels.  
a baby's toy — sharp, clattering sounds
  2. In Colonial times people often traveled by **coach**.  
a carriage — a tutor
  3. Big waves dashed over the high **bluff**.  
rough and hearty — a steep bank
  4. The **trail** led through the dense forest.  
a path in a wild region — to draw along the ground
- 

### GAME 7 (FOR LESSON 8)

Write these words on your paper: **candle, ugly, rifle, kettle**. After each word on your paper write the number of the statement, below, which tells something about it.

1. Comes from an old Norse word meaning "to fear"; now usually means "unpleasant to look at."
2. Comes from words which mean "to shine or glow."
3. Comes from an Anglo-Saxon word meaning "a deep vessel."
4. Comes from a French word meaning "to file or scrape." One meaning has come to be—"a gun with grooves on the inside of the barrel."

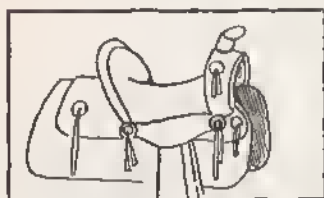
### GAME 8 (FOR LESSON 9)

Make a puzzle like the one below, but larger. Print **wrist, blaze, fourteen, grip, factory, measure** in the proper puzzle spaces. The meanings will help you.

1. A firm hold
2. The joint on which the hand turns
3. A fire
4. A building where goods are manufactured
5. Mark off
6. A number word



### GAME 9 (FOR LESSON 10)



1. Write the word that goes with each picture.
2. Write these sentences and put **tale, heard, tail, or herd** in each blank.
  1. Mildred's cat has a crooked —.
  2. I am reading a — of the Far North.
  3. I — Bob's dog bark.
  4. Have you ever seen a — of cattle?

### GAME 10 (FOR LESSON 11)

Write these sentences. Use **has**, **have**, **had**, **was**, or **were** with **written** in each sentence.

1. Father ——— a letter to Uncle Henry today.
2. He ——— earlier inviting Uncle Henry to visit us.
3. I ——— a letter today.
4. My letter ——— on linen paper.
5. The letters ——— this afternoon.

### GAME 11 (FOR LESSON 13)

Make a chart like the one below, but larger. Print **saucer**, **really**, **plain**, **pottery**, **odd**, **tile**, **heap** in the proper puzzle spaces. The meanings given will help you.

1. Unlike others
2. Baked clay usually used for roofing, floors, or drains
3. A pile
4. Without ornament
5. In truth; in fact
6. A small plate used under a cup
7. Vessels made from clay and hardened by heat

1							
2							
3							
4							
5							
6							
7							

### GAME 12 (FOR LESSON 14)

Write **print, blank, main, bound, master, notice, aim** on your paper. Beside each word write the number of the pair of meanings which goes with it.

1. A leap; tied up
  2. A space left to be filled in; not having writing or printing on it
  3. To point at; purpose
  4. A written sign; to see
  5. A large water pipe; most important
  6. Learn to do; the owner or controller
  7. Cloth stamped with a pattern; letters stamped from type
- 

### GAME 13 (FOR LESSON 15)

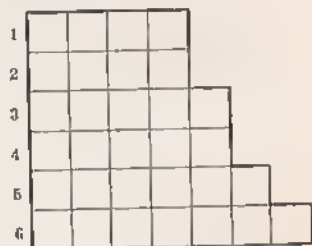
On your paper write the numbers of the sentences below. Beside each number write the word you would choose for that sentence.

1. The moonlight was (*beauty, beautiful*).
2. Christmas is a (*marry, merry*) time.
3. Snow-covered mountains are a (*beauty, wonderful*) sight.
4. Mrs. Smith's (*niece, nice*) is expected.
5. Grandma gave me a birthday (*present, presented*).
6. The thermometer registered (*zero, ought*) today.

# GAME 14 (FOR LESSON 16)

Make a chart like the one below, but larger. Print **living, ankle, chew, dentist, taste, ache** in the proper puzzle spaces. The meanings will help you.

1. A pain
2. To grind with the teeth
3. Flavor
4. The joint that connects the leg and foot
5. Alive
6. One who takes care of teeth



# GAME 15 (FOR LESSON 17)

1. Write the numbers of these sentences. After each number write the word you would use in the sentence.

1. Maple buds (*swell, stretch*) when the sap flows.
2. This is a (*swell, fine*) party!
3. A rubber band will (*swell, stretch*) without breaking.

2. On your paper make a puzzle like the one below, but larger. Print in it the letters that are missing in **worm, swell, sunny, bother, stretch**.

w		r	m			
b		t	h	e	r	
s	w	e				
s	u	n		y		
s	t	r	e			h

## I. American Railroads

Like the first automobile, the first railroad seemed very funny. The first American locomotive could have been stored in a modern one-car garage. Early locomotives puffed along slowly, stopping often to fill the water tank and take on wood for fuel. But as men continued to improve engines, they soon could travel sixty miles an hour on straight, level track, and then people stopped laughing.

Today scientists have learned to streamline trains. Cars are air-conditioned for comfort. A passenger train, leaving a station, may jar slightly as it crosses a switch at thirty miles an hour. But in the open country it glides along as smoothly as a motor car on a smooth highway.

Modern railroads divide the business with airplane, bus, and truck. But a fast train will carry a ton of freight for a mile for as little as one cent. American industry depends on our railroads.

### YOUR NEW WORDS

level	switch	railroad	divide	comfort
thirty	improve	straight	highway	freight
sixty	garage	automobile	station	leaving
ton	air-conditioned	streamline	tank	

REVIEW WORDS—built, bridge, figure

## II. Using Your New Words



1. Make two compound words from **stream**, **road**, **rail**, **line**. Write the two words.

2. Write the words that have silent **gh**.

3. Write the words that mean:

1. A motor vehicle

2. A measure of weight

4. Write the two words in which you see **tion**.

5. Write **divide**, **tank**, **switch**, and mark the vowels to show whether their sounds are long or short. See your dictionary.

6. Write the words in which you see **fort** and **prove**.

7. Write **level** and **leaving**. Draw a line between the syllables and place the accent mark. Then see your spelling dictionary.

8. Write the words in which **y** sounds like **i**. Do not write the word in which **y** is silent.

9. Write these words. Put in the missing letters.

strai-ht

fr-ight

gar-ge

WORD GAME for this week—GAME 1 on page 84



## I. Travel in the Clouds

James Fulton, a pupil in our class, had a chance to travel with his father by airplane to several distant cities. When he returned he was delighted to agree to our plan that he give a talk on his flight.

"We paid our fare," he said, "and watched the men weigh our baggage. Then we climbed some steps to enter the plane. Inside the plane I took off my overcoat, for it was warm.

"Every seat except one was taken, and I counted twenty passengers. The stewardess gave me some gum, for chewing is useful in keeping your ears from hurting. She also told us that a gallon of gasoline would carry us for only two miles, or even less when the wind was against us.

"Once in the air, the roar of the motors dropped to a steady drone as we gained speed. It was like riding on a cloud over mountain and valley.

### YOUR NEW WORDS

enter	travel	flight	steady	fare
agree	cities	except	valley	gum
pupil	gallon	useful	twenty	plan
speed	airplane	overcoat	weigh	

REVIEW WORDS—stopped, February, hello



## II. Using Your New Words

1. Write the words that sound like these but are not spelled the same.

way

fair

2. The word **city** is singular. Write the plural form. The word **airplanes** is plural. Write the singular form.

3. Write **gum**, **pupil**, and mark the vowels.

4. Write the words that have silent **gh**.

5. Write the words which end with **dy**, **ter**, **ty**.

6. Write words that mean the opposite of these words.

disagree

unsteady

7. Write a synonym for each of these words.

swiftness

helpful

journey

scheme

8. Write the number of each sentence. Beside it write the word you would use in that sentence.

1. The man's ——— was made of heavy wool.

2. A ——— is a unit of measure.

3. Everyone ——— Jane went coasting.

4. There was a broad ——— between the hills.

9. Write these words. Put in the missing letters.

fa-e

pup-l

ex-ept

WORD GAME for this week—GAME 2 on page 84

## I. A Valentine Party

One evening Mrs. Jay said to her daughter, "Carol darling, would you like to have a valentine party?"

"Oh, yes, Mother," said Carol. "Let's make valentines ourselves and send them out for invitations. I promise to address and seal them. We'll send at least twenty-five invitations."

That same night Carol was hard at work with ruler, pen, colored chalk, and crayons. She made many a blot and discarded many a scrap of paper. But that evening she finished nineteen valentines.

On Valentine's Day the boys and girls whom Carol had invited came dressed as valentines. One boy chose to dress as a prince. A girl who did not receive her invitation until late, came as the Queen of Hearts. But Carol gave the prize to a boy who wore a red heart on his sleeve. Even her mother could not make her admit it was not the best costume of all.

### YOUR NEW WORDS

seal	darling	ourselves	prince	ruler
whom	receive	nineteen	chalk	least
blot	promise	daughter	address	admit
scrap	twenty-five	valentine	chose	

REVIEW WORDS—tear, ribbon, penny

## II. Using Your New Words

1. Write the words that mean:

1. A card sent on St. Valentine's Day
2. The son of a king

2. Write the two number words in Your New Words. Notice that one of them is written with a hyphen.

3. Write the words that have silent l, w.

4. Make other words by putting these letters in front of these words. Write the words you make.

east(l)

dress(ad)

5. Write the words that rhyme with these words.

lot

real

wrap

those

6. In your spelling dictionary find the word **receive**. Read the meaning given for it. Then write this sentence and fill in the missing word.

Did you —— the gift I sent?

7. Write **admit, promise, darling, ourselves, daughter** in alphabetical order.

8. Write the word that has these meanings: (1) one who rules, and (2) a strip of wood used as a measure. See your spelling dictionary.

9. Write these words. Put in the missing letters.

promis--

oursel-es

ch-se

WORD GAME for this week—GAME 3 on page 85

## I. Watching a Circus Parade

Ken and his father waited eagerly for the circus parade. Soon they heard the scream of a siren and distant music. Boys tried to dodge in and out of the crowd to get a better view, and everyone craned his neck.

Ken was wide-eyed as he watched the band. The perfect drill of the marchers and the sound of the drums made his heart beat faster. A clown, riding on a donkey and holding a cute little monkey by a strap, passed by. One animal after another followed. Ken knew the elephant, camel, wolf, and lion. But when he saw one huge, catlike beast, he said, "Father, what is that angry animal? See it snap at the keeper, and strike at him with its paw."

"That is a tiger, Ken," said his father. "His anger is probably caused by hunger. The trainer does not treat him badly."

### YOUR NEW WORDS

cute	clown	tiger	anger	drill
paw	beast	camel	treat	snap
wolf	angry	parade	dodge	strap
donkey	elephant	scream	animal	

REVIEW WORDS—circus, scare, maybe

## II. Using Your New Words



1



2



3



4

1. Write the names of the animals you see in the pictures.

2. Write these words in alphabetical order.

snap

angry

strap

animal

scream

3. Write a synonym for each of these words: **rage**, **animal**.

4. Write **cute** and **anger**, and mark the vowels to show whether their sounds are long or short. Do not mark silent e. Then see your dictionary.

5. Write the words that begin with **dr**, **cl**.

6. Write the words that rhyme with these.

saw

lodge

seat

fade

7. Write the word in which you see the word **key**.

8. Write the word that has silent **d**.

9. Write these words. Put in the missing letters.

dril-

an-mal

do-ge

WORD GAME for this week—GAME 4 on page 85



## I. Building a Classroom Library

The fifth grade class in Evergreen School had visited the great marble library on Main Street. They had learned that the librarian would allow them to borrow books without charge. They had learned also not to whisper, but to be silent for fear of disturbing others who wanted to have a quiet place for reading.

After this visit to the main library, the boys and girls planned a classroom library. They made a sign that said, "Fifth Grade Library." Then they began to collect a supply of books that were either of value in their studies or were good stories. Worn copies of history, geography, and language texts that were still useful for reference were put on the shelves. Storybooks were brought from home. Every tenth school day a new librarian was appointed.

The Fifth Grade Library of the Evergreen School was a great success.

### YOUR NEW WORDS

sign	tenth	library	marble	fifth
value	quiet	studies	silent	charge
worn	allow	borrow	either	supply
whisper	geography	language	history	

REVIEW WORDS—Wednesday, recess, smooth

## II. Using Your New Words

1. Write the words that mean:

1. To speak softly
2. The study of past events
3. Worth
4. Speech, written or spoken
5. Damaged by use
6. To permit

2. Say the word **library** slowly and clearly. Write **library**. Draw lines between the syllables. How many syllables are there? See your spelling dictionary.

3. Write the word in which **ph** has the sound of **f**.

4. Find **arm** in the pronunciation key on page 91 and notice how **a** is marked. Write the two words in which **a** sounds like **a** in **arm**, and mark the **a** in each. Then see your spelling dictionary.

5. Write the two number words.

6. Find **borrow** in your spelling dictionary and read the meaning given. Then write this sentence and put in the missing word.

May I ——— your book?

7. Write **sign**, **studies**, **silent**, **supply** in alphabetical order.

8. Write these words. Put in the missing letters.

lib-ary

e-ther

qui-t

WORD GAME for this week—GAME 5 on page 85

### *Review Lesson*

#### I. Using Your Words

1. Write **least**, **useful**, **either**, **quiet**, **drill**, **value**, **travel**, **tenth** in alphabetical order.

2. Write **cute**, **scrap**, **tank**, **sign**, **admit**, **promise**. Mark the vowels to show whether their sounds are long or short. Do not mark silent e.

3. Make other words by putting suffixes after **straight**, **except**, **comfort**, **improve**, **treat**.

(en)straight                      (ing)except                      (able)comfort  
    (ment)improve                      (ment)treat

#### II. Using Your Words

1. It is correct to say, "I **received** a gift from Mother." Write these sentences and put **received** in the blanks.

Alice — an air-mail letter today.

We have — invitations to the party.

2. Write these words in the singular form.

princes              wolves              studies              highways

3. Make another word by adding the suffix **able** to **agree**. Write the word.

4. Make another word from **plan** by doubling the **n** and adding the suffix **ing**. Write the word.

Now write this sentence and fill the blanks.

I doubled the — and added —.



### III. Using Your Words

1. Look at **straight, pupil, garage, library**. Write the words below. Put in the missing letters.

straig-t      g-rage      pupi-      libr-ry

2. Write these sentences and put **give, given, or gave** in each blank.

Father has — me a puppy.

Bob — two of his rabbits to Charles.

Please — the cat some milk.

3. Write each sentence, using **did** or **done**.

I — my work quickly.      Edward has — his best.

4. Make other words by adding the suffix **ly** to **quiet, silent**.

5. It is correct to use **don't** instead of **do not**, and **doesn't** instead of **does not**. Write these sentences and put **don't** or **doesn't** in each blank.

That clock — go.      — cross the street yet.

### IV. Studying Your Own Words

Study the words you misspelled in Lessons 19 to 23. They are in **MY OWN WORD BOOK**.

### V. Testing Yourself

Test yourself on the words you misspelled in Lessons 19 to 23. Write the words you misspell under "Lesson 24" in **MY OWN WORD BOOK**.

## 1. A Letter to Joyce

Dear Joyce,

It is lucky you have gone on a trip with your parents, for we are having the worst weather of the year. Yesterday, for example, we had an awful storm, with hail and sleet. This morning every cloud seemed to burst, and the thunder was deafening. Lightning struck our chimney, and the wind blew down our elm tree.

The river that was frozen when you left is so high that there is danger of a flood. It will be no surprise if real trouble is ahead. Father hurried away this morning to show the men on his railroad division how to strengthen the bridge. There is a lack of men, and there is no time to waste. If the flood grows worse, everyone who lives near the river will suffer.

Your friend,

Ruth

### YOUR NEW WORDS

flood	frozen	thunder	struck	worse
awful	example	division	trouble	waste
cloud	suffer	surprise	hail	worst
blew	lightning	hurried	lack	

REVIEW WORDS—caught, running, honest

## II. Using Your New Words



1. Write this sentence and fill the blank with the right word.

The picture shows a ———.

2. Write **surprise**, **lightning**, **awful**, **hurried**. Draw a line between the syllables of each word and place the accent mark.

3. Write the word that sounds like **blue** but is not spelled the same.

4. Write these sentences and fill each blank with the right word.

· Today's storm is ——— than yesterday's.

It is the ——— storm of the year.

5. Write **thunder**, **suffer**, and mark the vowels to show their sounds. See your dictionary.

6. Make another word from **froze** by adding **n**.

7. Write **cloud**, **struck**, **trouble**, **lack**, **example**, **blew**, **waste**, **hail**, in alphabetical order.

8. Write these words. Put in the missing letters.

divis-on

a-ful

su-prise

WORD GAME for this week—GAME 6 on page 86

## I. Victory for the Homemade Fleet

About thirty years after our nation had won its independence, peace was broken by the War of 1812. An American army, led by a famous soldier called "Old Tippecanoe" had been able to capture Detroit, but the British fleet held Lake Erie. Oliver Hazard Perry set out to defeat this fleet.

In those days there was no canal through which a captain could bring his ship. Vessels had to be built on the lake shore. Cannon and powder, bolts and nails, were brought overland. But every knot tied and every nail driven home hastened the day of battle.

At last the little navy set sail. Perry, the chief officer, commanded the fleet to refuse to surrender to the enemy, and to fight without taking or giving quarter.

Perry's flagship was sunk, but he rowed to another vessel and won the victory. Even today we honor the memory of this brave sailor.

### YOUR NEW WORDS

knot	nation	capture	peace	army
war	refuse	officer	shore	honor
sunk	powder	captain	canal	navy
chief	quarter	soldier	fleet	

REVIEW WORDS—tomorrow, truly, minute

## II. Using Your New Words

1. Write the words that sound like these but are not spelled the same: **not**, **piece**.

2. Write the words which have silent **k**, **h**.

3. Write the words that mean:

1. The opposite of **peace**
2. People living in one country
3. Warships and their crews
4. An explosive mixture
5. The opposite of **agree**

4. Write the words which have these letters: **ff**, **ee**, **ie**.

5. Write the three words in which **c** has the sound of **k**. Then make sure you are right by looking up their pronunciation in your spelling dictionary.

6. Write the words which have vowels that sound like **a** in **arm** and **u** in **bunk**.

Find the words you have just written in your spelling dictionary and mark the vowels **a** and **u** to show their sounds.

7. Write the words that begin with **sh**, **qu**.

8. Write these words. Put in the missing letters.

-not

capt-in

refu-e

WORD GAME for this week—GAME 7 on page 86

## I. Radio

Twenty-five years have made a greater difference in radio than in the telephone or telegraph. A quarter of a century ago you might have been proud to own a crystal set. It had no dial. Instead of a loud-speaker, it had "earphones." Suppose several people wished to listen at once. In that case, each one listening had to remove the earphones and pass them on in turn to his neighbor. If something went wrong with the crystal set, it wasn't always easy to hire a man who could do a good repair job. Radio was so new that few men knew much about it.

Today a radio "flash" makes news known to us at once, whether the event happens here or abroad. Weather reports, which are broadcast to ships at sea, warn of storms. Radio beams guide airplanes to safe landings. Already the list of radio's gifts to us is long, and it continues to grow.

### YOUR NEW WORDS

dial	flash	loud-speaker	remove	list
job	known	difference	radio	proud
news	guide	telephone	wasn't	hire
whether	several	already	suppose	

REVIEW WORDS—anybody, piece, wouldn't

## II. Using Your New Words

1. Make other words by putting these letters in front of these words. Write the words you make.

ash(fl)

ready(al)

2. Write the short form for **was not**. This short form is called a "contraction."

3. Write these sentences and put **has known** or **have known** in each blank.

Harry ——— how to roller-skate for months.

The boys ——— the secret for years.

4. Write the words that rhyme with these words.

rob

loud

mist

wire

5. Write **several**, **radio**, **whether**, **difference**, **suppose**, **remove**. Draw lines between the syllables and place the accent marks. See your dictionary.

6. Two of Your New Words name parts of a radio. Write the words. One of them is a compound word having two parts which are separated by a hyphen.

7. Write these sentences. Put in the missing words. The ——— of the flood was broadcast by radio.

Radio beams ——— airplanes safely through fog and darkness.

8. Write these words. Put in the missing letters.

w-ether

diff-rence

tel-phone

WORD GAME for this week—GAME 8 on page 87

## I. The Baseball Game

Jack and Betty just had time to settle themselves in their seats beneath the scarlet and gray school banner when the baseball game began. The batter stood waiting for the first pitch, holding the bat shoulder high, ready to knock the ball out of the park. The catcher crouched low. Then the pitcher threw the first ball.

With a sharp crack, the ball sailed out to an outfielder. Just as he was about to catch it, he slipped on a muddy spot and fell. The batter was safe on second base, but the play was close.

"Robber! Cheat!" yelled a man at the umpire.

"He's not a very good sport, Betty," said Jack. "But he's afraid that runner will score and put our team in the lead."

When the game was over Jack and Betty were stiff and thirsty, but they would remember that glorious victory for many months.

### YOUR NEW WORDS

pitch	thirsty	shoulder	catcher	base
banner	batter	remember	pitcher	muddy
stiff	settle	baseball	slipped	cheat
knock	outfielder	themselves	score	

REVIEW WORDS—excuse, couldn't, putting



## II. Using Your New Words



1. Write the three words that are names for the baseball players shown in this picture.

2. How many compound words are there in Your New Words? Write them.

3. Write the words that have these double letters: **dd**, **ff**, **nn**, **pp**, **tt**.

4. Write the words that rhyme with these words: **eat**, **bore**.

5. Write a synonym for each of these words: **hit**, **throw**.

6. Make another word from **pitcher** by taking away the suffix **er**. Write the word you make.

7. Write **thirsty**, **shoulder**, **remember**. Draw lines between the syllables, and place the accent marks in these words. Then see your spelling dictionary.

8. Write these words. Put in the missing letters.

themsel-es

sho-lder

ba-e

WORD GAME for this week—GAME 9 on page 87



### I. Breakfast for the Spider

"I'd like to watch that spider," said June to her mother as they worked in the garden. "But I'm afraid she will sting me."

"Most kinds of spiders aren't dangerous," replied her mother, "although their bite will bring sudden death to insects. All spiders are alike in one way—they want only to seek their food and to produce and hatch their eggs, and they are interested in nothing else."

As June watched, she saw the spider crawl up a tall flower stalk and jump down to another, stringing a silken thread as she fell. In a little more than an hour the spider's web was finished, and she was lying in wait for food.

Soon a silly grasshopper blundered against the web. Before the grasshopper could break loose and escape, the spider rushed to enclose it tightly in a silken prison.

#### YOUR NEW WORDS

else	hatch	enclose	death	alike
I'd	sting	sudden	crawl	lying
seek	loose	aren't	spider	silly
escape	dangerous	against	prison	

REVIEW WORDS—break, laid, slept

## II. Using Your New Words

1. Write the word that begins with the prefix **en**, and the one that ends with the suffix **ous**.

2. Write the contractions for **I had** and **are not**.

3. Write the words that rhyme with these words:  
**catch, week.**

4. Write the words which end with **ing**. Then put a check beside the word you have written in which **ing** is a suffix.

5. Write the words that mean:

1. Quick

2. A place where one is  
shut up against his will

3. Foolish

4. The opposite of life

6. Write **escape, alike, else, against** in alphabetical order.

7. Write the words that begin with **sp, cr**.

8. Write the word in which **oo** sounds like the **oo** in **food**. Then find the word you have written in your spelling dictionary. How is the double **o** marked? Mark the word you have written to show the sound of the double **o**.

9. Write these words. Put in the missing letters.

lo-se

ar-n't

aga-nst

WORD GAME for this week—GAME 10 on page 88

## *Review Lesson*

### I. Using Your Words

1. Notice the spelling of **proud**, **death**, **telephone**. Write the words that have these letters: **ea**, **ou**, **ph**.

2. Write **score** and **known**. Circle silent **k** and **e**.

3. Make other words by putting letters after **suppose**, **remember**, **awful**, **remove**, **refuse**, **settle**. Write the words you make.

(d)suppose

(d)settle

(d)remove

(d)refuse

(ed)remember

(ly)awful

4. Write **base**, **struck**, **I'd**, **worst**, **else**, **knot**, **lightning**, **job** in alphabetical order.

### II. Using Your Words

1. Write these sentences and put **gone** or **went** in each blank.

Jack and John have —— to the football game.

Jean has —— to get some flowers.

Peter —— to the airport to see the airship.

2. Make two other words from **muddy** by changing **y** to **i** and adding the suffixes **er**, **est**. Write them.

3. Write these sentences and put **muddier** or **muddiest** in each blank.

The road is —— than this path.

It is the —— road I have ever seen.

### III. Using Your Words

1. Write these sentences and put **knew**, **know**, or **known** in each blank.

Patricia — the answer. Do you — it?

The boys have — it since morning.

2. Write these sentences. Use **have done**, **was done**, or **did** in each sentence.

I — not go out to play today.

The fifth grade girls — — their work well.

The work — — quickly.

3. Write these sentences. Use **was seen**, **were seen**, or **saw** in each sentence.

An airplane — — — flying over Chicago.

Many airplanes — — at the air races.

Henry — the streamline train.

4. Say these words to yourself: **knot**, **refuse**, **whether**, **against**, **difference**, **captain**.

Write these words. Put in the missing letters.

wh-ther

differ-nce

ag-inst

kno-

cap-ain

refus-

### IV. Studying Your Own Words

Study the words you misspelled in Lessons 25-29. They are in **MY OWN WORD BOOK**.

### V. Testing Yourself

Test yourself on the words you studied yesterday. Write the words you misspell under "Lesson 30" in **MY OWN WORD BOOK**.



### I. Glimpses of a Mexican Market

At the foot of a steep mountainside lies the market place of a Mexican village. It is early, but a crowd has already gathered, for by eleven o'clock the sun will be blazing. Already a pretty Mexican maid, wearing a gay apron, has raised a sort of large umbrella. In its shade she has spread out her bundle of fruit and vegetables. Near by a small boy sits on a stool, eating a banana which he has begged from her.

Not far away squats an Indian, wrapped in a striped blanket. He eats a slice of melon as he watches for a customer for his pottery.

A young man wearing an American sweater with a torn sleeve, sings as he spreads out his wares. Tonight he will wear his new jacket, embroidered in purple, at his sister's wedding. As he removes the cork from a water jug and takes a long, cool drink, he thinks happily of the evening's merriment.

#### YOUR NEW WORDS

cork	crowd	banana	eleven	apron
maid	stool	market	sleeve	purple
sort	steep	bundle	begged	slice
sweater	umbrella	wedding	blanket	

REVIEW WORDS—beet, woman, whose

## II. Using Your New Words



1. Write this sentence and fill in the missing word.  
The picture will help you.

The girl is under an ———.

2. Write the words that name things to wear.

3. Find **sort**, **cork**, and **purple** in your spelling dictionary and notice how the vowels are marked. Find the vowels **o** and **u** marked in this way in the pronunciation key and learn their sounds. Write the words and mark **o** and **u** to show their sounds.

4. Write the word that sounds like **made** but is not spelled the same.

5. Write the words that begin with **sl**, **cr**, **st**, **bl**.

6. Write **eleven**, **banana**, **bundle**, **market**. Draw lines between the syllables of the words, and place the accent marks. See your dictionary.

7. Write the words that have these letters: **gg**, **dd**.

8. Write these words. Put in the missing letters.

swe-ter

wed-ing

ma-d

WORD GAME for this week—GAME 11 on page 88



## I. Food on the Farm

"How good it is to visit Grandmother's farm," thought Molly. "It is such fun to smell bread baking, to hear the ducks scold each other in the farmyard, and to see the geese waddle about."

Molly spent the morning exploring the big, cool cellar, where food was kept so that it would neither freeze nor spoil. Bulging onion sacks stood against the wall. There were bushel baskets of apples, potatoes, and heads of cabbage. A cupboard held a dozen jars of honey and many jars of pickles, jelly, and jam. In addition, there was cottage cheese that Grandmother had made from sour milk.

Upstairs, the kitchen cupboard held bottles of tomato ketchup, lemon extract, vanilla, and many other seasonings.

"My goodness, Grandmother!" Molly said. "At home we go to the grocery store daily, but your house is a regular grocery store itself."

### YOUR NEW WORDS

onion	freeze	grocery	cellar	dozen
sour	bushel	addition	baking	honey
geese	cheese	cabbage	tomato	lemon
spoil	cupboard	potatoes	daily	

REVIEW WORDS—pear, begun, nickel



## II. Using Your New Words

1. Write the word that goes with each picture.



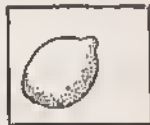
1



2



3



4

2. Write the plural form of **goose** and **potato**.  
Write the singular form of **cellars** and **dozens**.

3. Find **bushel** in your spelling dictionary and notice the abbreviation given. Write the word and its abbreviation.

4. Write the words that rhyme with these words.

oil                      gaily                      money                      making

5. Write the words in which you see these words:  
**our**, **cup**.

6. Write these sentences and fill in the missing words.

1. Grandmother made cottage — from sour milk.
2. In cold weather, food that is left outdoors may —.
3. In the city, food is bought at the — store.
4. The shelves held honey in — to jelly and jam.

7. Write these words. Put in the missing letters.

gro-ery                      add-tion                      cell-r

WORD GAME for this week—GAME 12 on page 89



## I. An Owl in the Forest

The biggest bird Dan had ever seen was an owl that lived in the forest near his home. At that time Dan had had little reason to be interested. But now he was studying a bird book, and as he read further his interest grew. He learned that the owl and its mate catch mice, frogs, and other small animals, which they share with their young. When he had read the book from beginning to end, he thought, "That's the most interesting book I've ever read. I'll return to the woods and try to find that wise old owl."

Early the next morning, while the dew still glistened on the leaves, Dan was sitting on a log in the forest, hoping to see his owl. A flock of crows flew overhead and a chipmunk sunned itself on a rock. At last his owl flitted silently through the trees and perched on a limb above his head. Then it ruffled the feathers on its breast, and seemed to fall asleep.

### YOUR NEW WORDS

owl	forest	biggest	hoping	breast
wise	return	interest	that's	flock
dew	reason	further	itself	mate
share	beginning	studying	limb	

REVIEW WORDS—bigger, careful, instead

## II. Using Your New Words

1. Make another word from **hope** by dropping silent **e** and adding the suffix **ing**. Write the word you make.

2. Make another word from **begin** by doubling the **n** and adding the suffix **ing**. Write the word you make.

3. Write the contraction for **that is**.

4. Write a synonym for each of these words: **woods**, **branch**.

5. Write **return**, **reason**. Draw a line between the syllables of each word and place the accent mark. See your dictionary.

6. Write **studying**, **flock**, **itself**, **further**, **wise**, **interest** in alphabetical order.

7. Write the words that rhyme with these words.

few                  scowl                  spare                  late

8. Write the word which has double **g**.

9. Write the word which has silent **b**.

10. Write the words that have **ea**.

11. Write these words. Put in the missing letters.

big-est                  begin-ing                  stud-ing

WORD GAME for this week—GAME 13 on page 89

## I. The First Daisy

Kay and her sister sat on the lawn during the afternoon of a warm spring day. Kay said, "Let's go down to the meadow tomorrow to play."

The next morning they were up very early. From their window they could see the rising mist eddy and curl above the meadow. Neither girl lingered over breakfast, for they were anxious to be off.

Kay called Pete, the dog that followed wherever she went. Pete came running, and tried to grab her hand in his excitement. So the two girls and Pete danced in single file down to the meadow.

"Oh, look!" cried Kay. "I've found a daisy. It hasn't been in bloom long, for it seems only half open. By tomorrow many more blossoms will appear, for see how many are in bud."

She picked the blossom and held it in the hollow of her hand. But Pete grabbed it away and chewed it. It was only a common weed to him.

### YOUR NEW WORDS

curl	hollow	common	single	grab
lawn	appear	blossom	bloom	seems
mist	hasn't	during	meadow	daisy
I've	wherever	neither	bud	

REVIEW WORDS—doesn't, isn't, lose

## II. Using Your New Words



1. Write the name of the flower you see in the picture.

2. What is the difference in meaning between a **lawn** and a **meadow**, and between a **bloom** and a **bud**? Find the meanings of these words in your dictionary. Then write the words that mean:

1. A flower or leaf just beginning to open
2. A flower or blossom
3. Grass which is kept closely cut
4. A grassy field

3. Write the contractions for **I have** and **has not**.

4. Write the words that have double letters.

5. Write **curl**, **mist**, **grab**, **during**, and mark the vowels. See your spelling dictionary.

6. Write **wherever**, **single**. Draw a line between the syllables and place the accent marks. Then see your dictionary.

7. Write these words. Put in the missing letters.

n-ither

has-'t

comm-n

WORD GAME for this week—GAME 14 on page 90

## I. A Robinson Crusoe Hike

When the president of our hobby club had made his report, he asked Henry to recite a poem about a desert island. The poem was so interesting that the rest of the program was forgotten, and we began to plan a "Robinson Crusoe hike" to the ocean.

On Saturday, not one of the forty club members was tardy, although some of us had had to tease for permission to join the party. The weather was mild and the long tramp to the beach was fun. It seemed no time at all before we heard the leaders shout, "There's the ocean!"

When we reached the beach we began to explore our "desert island." Then we had a treasure hunt for jewels of diamond and pearl in a "treasure chest" that was an old pint jar.

At last one boy, who is a scout, built a fire to fry our "hot dogs." How good the hot dogs and the cold tongue sandwiches tasted!

### YOUR NEW WORDS

mild	report	island	tramp	tease
fry	beach	program	pearl	tardy
pint	forty	explore	tongue	ocean
scout	president	recite	join	

REVIEW WORDS—drown, choose, cousin

## II. Using Your New Words

1. Write the words that mean:
  1. To cook in a pan over fire
  2. Rather warm; temperate
2. Write the words in which you see these words.  
for                  out                  tar                  ease
3. Write the word that has silent s.
4. Write the words that have these prefixes: ex, re, pro.
5. Write the word that has oi.
6. Write a synonym for each of these words.  
late                                  walk
7. Write the singular form of these words.  
pearls                  tongues                  beaches
8. Find pint in your spelling dictionary and notice the abbreviation given. Write the word and its abbreviation.
9. Find president and ocean in your spelling dictionary. Then write the words, draw lines between the syllables, and place the accent marks.
10. Write these words. Put in the missing letters.  
pres-dent                  re-ite                  fo-ty

WORD GAME for this week—GAME 15 on page 90



### *Review Lesson*

#### **I. Using Your Words**

1. Make other words by putting these suffixes after **report, join, interest, maid, president.**

(ed)report

(ed)join

(en)maid

(s)president

(ing)interest

2. **Freeze** and **appear** have double letters. Write these two words.

3. Write **single, that's, pearl, daily, biggest** in alphabetical order.

#### **II. Using Your Words**

1. Write these sentences and put **lie, lay, lying, or lain** in each blank.

1. I often — down for a nap after lunch.

2. My cat has — back of the stove all day.

3. Rover, my dog, — there yesterday.

4. The flowers are — on the table.

2. Make other words by adding these suffixes to these words.

(er)mild

(ed)curl

(ing)fry

(est)mild

3. Make another word from **grocery** by taking away y. Write the word.

4. Make another word from **maiden** by adding ly.



### III. Using Your Words

1. Notice the spelling of **neither**, **common**, **sweater**. Then write the words below and put in the missing letters.

swea-er

ne-ther

com-on

2. Hasn't means "has not." I've means "I have."  
That's means "that is."

Write these sentences and put **hasn't**, **that's**, or **I've** in each blank. Remember that the first word of a sentence begins with a capital letter.

1. — my new cap. 2. — Bob come?

3. — finished making my kite.

4. — a smart pony, isn't it?

5. — Edna gone to school yet?

3. Write the shorter word that you see in each of these words: **return**, **tardy**, **biggest**, **scout**.

4. Make another word from **reason** by adding the suffix **able**. Write the word.

5. Make two compound words out of these four words: **it**, **board**, **cup**, **self**. Write them.

### IV. Studying Your Own Words

Study the words you misspelled in Lessons 31-35. They are in MY OWN WORD BOOK.

### V. Testing Yourself

Test yourself on the words you misspelled in Lessons 31 to 35. Write the words you misspell under "Lesson 36" in MY OWN WORD BOOK.

## WORD GAMES

### GAME 1 (FOR LESSON 19)

Below each sentence is a row of three words. On your paper write the word at the left in each row. Beside it write the word in that row which comes nearest to its meaning.

1. The train ran for miles across the **level** plains.

**level:**                      rolling                      flat

2. The **station** is in the central part of the town.

**station:**                      garage                      depot

3. The train is **leaving** in ten minutes.

**leaving:**                      going                      arriving

4. The main **highway** passes Mr. Jones's farm.

**highway:**                      road                      bridge

---

### GAME 2 (FOR LESSON 20)

Say these words to yourself: **way, fair, fare, weigh**. Write **way** and **fair** on your paper. Then, under each word write the word that sounds like it.

Beside each word on your paper write the number of the meaning that goes with it.

1. The price paid for a journey
2. Pleasing to look at
3. A road or a walk
4. To find out how heavy a thing is

### GAME 3 (FOR LESSON 21)

Write the number of each sentence on your paper. Beside it write the number of the word you would use.

1. To (*whom, whose*) shall I send this valentine?
2. Jane threw away a (*scrap, scrape*) of paper.
3. Jane (*chose, choose*) to wear a paper crown.
4. Which piece of candy do you (*chose, choose*)?

### GAME 4 (FOR LESSON 22)

Write each of the numbers below on your paper. Beside each number write **camel's, elephant's, monkey's, tiger's, or donkey's.**

1. The ——— trunk
2. The ——— stripes
3. The ——— hump
4. The ——— chatter
5. The ——— stubbornness

### GAME 5 (FOR LESSON 23)

Make a puzzle like the one below, but larger. Print in it the letters that are missing in **borrow, marble, value, whisper, charge.**

v	a	/	u	e		
c	h	a	r	g	e	
m	a	r	b	/	e	
b	o	r	r	o	w	
w	h	i	s	p	e	r

### GAME 6 (FOR LESSON 25)

It is correct to say: "It was a **bad** flood. This year's flood was **worse** than last year's. This is the **worst** flood in years."

Write the numbers of these sentences on your paper. Beside each number write the word you would use.

1. We had a (*bad, worse, worst*) hailstorm today.
  2. This hailstorm is (*bad, worse, worst*) than the one last week.
  3. Today's storm is the (*bad, worse, worst*) of all.
- 

### GAME 7 (FOR LESSON 26)

Write **automobile, library, travel, seal** on your paper. Beside each word write the number of the statement, below, that tells something about it.

1. Comes from a Latin word which has to do with "book." Now means "a collection of books."
2. Comes from a word which means "labor or trouble"; has come to mean "journey."
3. Comes from a Greek word meaning "self" and a Latin word meaning "moving." Means "a self-moving vehicle."
4. Comes from a word which means "little mark or image." Letters were sealed with wax in which was stamped the mark of the writer. The word has come to mean "fasten tightly."

### GAME 8 (FOR LESSON 27)

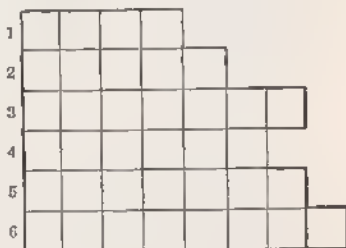
In each of these sentences one of the words has the meaning given below the sentence. Write the word.

1. They were overjoyed by the good news.  
—— means "recent information."
  2. Father is going to hire a man to build our garage.  
—— means "to engage or employ."
  3. The mountain guide led the way to camp.  
—— means "one who shows the way."
  4. Harry was proud of his invention.  
—— means "to take pride in."
  5. Mildred made a list of things she wanted to buy.  
—— means a "number of names or items."
- 

### GAME 9 (FOR LESSON 28)

Make a puzzle like the one below, but larger. Print **baseball, knock, banner, pitcher, base, slipped** in the proper puzzle spaces.

1. One of four stations in baseball
2. Rap
3. Lost one's footing
4. A flag
5. In baseball, the player who pitches the ball
6. A game



### GAME 10 (FOR LESSON 29)

1. Write these sentences on your paper and put **spider** or **crawl** in each blank.

The —— is spinning its web.

Watch it —— up that weed.

2. Write the contractions for **I had, are not**.

Write the number of each sentence on your paper. Beside each number write **I'd** or **aren't**. Think **are not**, write **aren't**. Think **I had**, write **I'd**.

1. Mary and Marie —— going to the play.

2. —— lost my glove and couldn't play.

---

### GAME 11 (FOR LESSON 31)

1. Write the word at the left in each row. Then write beside it the word in that row which comes nearest to its meaning.

<b>sort:</b>	sneeze	kind	fellow
<b>crowd:</b>	throng	afraid	much
<b>bundle:</b>	blanket	basket	package

2. On your paper write the numbers of the meanings given below. Beside each number write one of these words which goes with the meaning: **purple, begged, maid, steep**.

1. Asked

3. A young girl

2. Vertical

4. A color

## GAME 12 (FOR LESSON 32)

1. Write the numbers of these sentences. Beside each number write the plural of one of these words: **potato, tomato, cabbage.**

1. — grow underground.
2. — are red or yellow.
3. — grow large, green heads.

2. Write the words that are at the left in each row. Beside each of these words write the word in that row which comes closest to its meaning.

<b>cupboard:</b>	cellar	cabinet
<b>grocery:</b>	foods	store
<b>cellar:</b>	basement	parlor

---

## GAME 13 (FOR LESSON 33)

Write **umbrella, silly, telephone.** Beside each word write the number of the statement, below, which tells something about it.

1. Comes from Latin and Italian words meaning "shade." Now means "an apparatus for protecting against rain or sun."
2. Comes from a Greek word meaning "far off" and another Greek word meaning "sound or voice." Means "a voice from far away."
3. Comes from an Anglo-Saxon word meaning "happy or good"; was often applied to simple or feeble-minded folk; has come to mean "foolish."

# GAME 14 (FOR LESSON 34)

Make a puzzle like the one below, but larger. Print in it the letters that are missing in **during**, **meadow**, **mist**, **daisy**, **bloom**, **hollow**.

m	i	s			
d	a		s		
d		r		n	g
b	l			m	
h	o	l		o	w
m			d	o	w

# GAME 15 (FOR LESSON 35)

1. In the sentence below, one of the words has the meaning given beneath the sentence. Write the word.

The China Clipper stops at Wake Island.

— means "land surrounded by water."

2. Make a puzzle like the one below, but larger. Print **forty**, **pearl**, **tongue**, **beach** in the proper puzzle spaces. The meanings given will help you.

1. Twice twenty

2. The organ in the mouth used in tasting and speaking

3. A gem

4. The sandy shore of a body of water

1					
2					
3					
4					



# SPELLING DICTIONARY

## KEY TO PRONUNCIATION

The letters below are marked to show their sounds. The marks will help you pronounce correctly the words in this spelling dictionary.

ā as in āble

ă as in ădd

â as in câre

ā as in ārm

ā as in āsk

ā as in sofā

ǎ as in giǎnt

ē as in ēve

ĕ as in ĕnd

ē as in makē

ē as in ēvent

ē as in hēre

ě as in nickěl

ī as in īce

ī as in ill

ȳ as in animal

ō as in ōld

ō as in ōdd

ō as in ōr

ō as in ōbey

ō as in sōft

ō as in cōnnect

oo as in fōod

ōō as in fōōt

oi as in oil

ū as in cūbe

ū as in ūp

û as in būrn

û as in ûnite

ŭ as in circŭs

ou as in out

tū as in natūre

th as in then

th as in thia

### ACHE

#### A

**ache** (āk). 1. A pain that continues. The *ache* in my back is better. 2. Give continuous pain. My head has begun to *ache*.

**a'corn** (ā'kōrn). The nut of the oak tree. Julia found an *acorn* under the oak tree.

**a'cre** (ā'kēr). A unit of area—4,840 square yards. Father has planted about one *acre* in vegetables.

**ad di'tion** (ā dīsh'ūn). The process of adding. Tom got the right answers to all the problems in *addition*.



Acorn

### AGREE

**ad dress'** (ā drēs'). 1. The place where a person lives. What is Mary's *address*? 2. Write directions on (a letter or package). We'll *address* the envelopes. 3. A speech. Dr. Williams gave an *address* at the banquet.

**ad mit'** (ād mīt'). 1. Let in. This ticket will *admit* two persons. 2. Confess the truth (of). Did Ada *admit* she was wrong?

**a gainst'** (ā gēnst'). 1. Opposed to. Harry is *against* the plan, but Tom is for it. 2. Touching, near to. Tom put his bicycle *against* the wall.

**a gree'** (ā grē'). Give consent. Will Mother *agree* to let Bob go to the beach?

## AIM

**aim** (ām). 1. Point at to try to hit. James is about to *aim* his gun at the target. 2. Act of pointing at. Tom's *aim* is usually good. 3. Purpose. Emily's *aim* is to go to college.

**air'-con dī'tioned** (ār' kōn-dish'ūnd). Having air conditioning, a process of cleaning air and keeping it at a given temperature and moisture content. The *air-conditioned* theater was comfortable.

**air' plane** (ār'plān). A flying machine. We saw an *airplane* writing with smoke in the sky.

**a like'** (ā lik'). Like one another. Alice and Jane have dresses that are *alike*.

**al low'** (ā lou'). Let, permit. Please *allow* me to go with you.

**al read'y** (āl rēd'ī). Before the time. When we reached the airport, the plane had *already* left.

**al though'** (āl thō'). Even though. *Although* you are stronger, the doctor says you must stay in.

**A mer'i ca** (ā mēr'ī kă). 1. North America, Central America, and South America are parts of the western hemisphere. 2. We sometimes call our country "America" instead of the "United States of America."

**a mount'** (ā mount'). 1. Sum. The amount raised was ten dollars. 2. Quantity. Some people need a great *amount* of sleep.

## AUTOMOBILE

**an'ger** (äng'gēr). Great displeasure. The man's *anger* was shown by his scowl.

**an'gry** (äng'grī). Moved by anger. Henry was *angry* when the cows trampled the corn.

**an'i mal** (än'ī māl). A living thing that can feel and move. A bird is an *animal*.

**an'kle** (äng'k'l). The joint that connects the leg and foot. Johnny sprained his *ankle* in the game.

**an'y how** (ēn'ī hou). Anyway. Although Tom was late for the meeting, he went *anyhow*.

**a part'** (ā pārt'). Away from the rest. Ted stood *apart* from the crowd.

**ap pear'** (ā pēr'). Be seen. After dark the lights *appear* one by one.

**a'pron** (ā'prūn). A covering for the front of one's clothes. I wear an *apron* when I wash dishes.

**aren't** (ārnt). Are not. We *aren't* going to school today.

**ar'my** (ār'mī). A body of men, armed and trained in warfare. Most countries have an *army*.

**a side'** (ā sīd'). On, at, or to one side. Jane put her work *aside* to make me a dress.

**at'tic** (ăt'īk). The space or rooms at the top of a building. Our *attic* has been fitted up as a workshop.

**au to mo bile'** (ō tō mō bēl'). A motor vehicle. Our new *automobile* is painted gray.

ā, āble; ā, ādd; ā, cāre; ā, ārm; ā, āsk; ā, sofā; ā, glānt; ē, ēve; ē, ēnd; ē, makēr; ē, ēvent; ē, hēre; ē, nickēl; ī, īce; ī, īll; ī, ānīmal; ō, ōld; ō, ōdd;

## AWFUL

**aw'ful** (ô'fôol). Terrible. We had an *awful* storm yesterday.

## B

**ba'bies** (bā'bīz), pl. of baby. We saw fifteen *babies* in the hospital.

**ba'by** (bā'bi). A young child. Our *baby* is three months old.

**ba'con** (bā'kŭn). Smoked and salted meat from the back and sides of a hog. Father and I like *bacon* and eggs.

**bad** (băd). Not good. One of the apples is *bad*.

**bake** (bāk). Cook food in an oven or on a hot surface. Eva will *bake* a cake for us.

**bak'ing** (bāk'ing). From bake. Mother is *baking* a cake.

**ba nan'a** (bā năn'd). The fruit of a tropical tree. Paul likes a *banana* with his lunch.

**ban'ner** (băn'ēr). A flag. Our class won the school *banner*.

**bar'rel** (băr'el). A round container made of boards, held together by hoops. A *barrel* of flour weighs 196 pounds. Abbreviation: *bbl*.



Barrel

**base** (bās). 1. The part on which anything rests. The *base* of this vase is broad. 2. In baseball, one of four stations. The runner was safe at third *base*.

**base'ball'** (bās'ból'). 1. A great American game, having nine

## BEGGED

players on each side, played with a bat and a ball. *Baseball* is called our national game.

2. A ball used in playing baseball.

**base'ment** (bās'měnt). Space or rooms beneath the first floor of a building. Our playroom is in the *basement* of the house.

**bat'ter** (băt'ēr). 1. Strike again and again. The police had to *batter* the door to get in. 2. In baseball, the person who is to try to hit the ball with a bat. The *batter* waited for the pitch.

**beach** (bēch). The sandy or pebbly shore of a body of water. We lay on the *beach* in the sun.

**bear** (bâr). 1. Produce. Our cherry tree will soon *bear* fruit. 2. Carry. Terry can *bear* a tray on his head.

**beast** (bēst). A four-footed animal. The lion is a large, powerful *beast*.

**beau'ti ful** (bū'tī fôol). Pleasing to see or hear. Stephen Foster wrote *beautiful* music.

**beau'ty** (bū'tī). That which is pleasing to see or hear. The *beauty* of the mountains in Switzerland is well known.

**bed'room** (bēd'rōom). A room used for sleeping.

**beef** (bēf). The flesh of a cow, bull, ox, or steer. Some cattle are raised for *beef*.

**beg** (bēg). Ask earnestly. Tom will *beg* his father to go with us.

**begged** (bēgd). From beg. We

ô, ôr; ô, ôbey; ô, sôft; ô, cônnect; û, cûbe; û, ûp; ú, bûrn; û, ûnite; ù, circûs; ôô, fôod; ôô, fôot; oi, oil; ou, out; tû, natûre; th, then; th, thin.

## BEGIN

*begged* Mother for some molasses cookies.

**be gin'** (bě gín'). Start. When will the flowers *begin* to bloom?  
**be gin'ning** (bě gín'ing). From *begin*. The new school term is *beginning* on Monday. Julia likes the *beginning* of the story.

**be lieve'** (bě lěv'). 1. Think to be true. We *believe* what John says, for he is a truthful boy. 2. Have faith in. We *believe* in Bob's ability.

**ber'ries** (bě'riz), pl. of herry. These *berries* are not fresh.

**ber'ry** (bě'rī). A small fleshy fruit having seeds.

**bet** (bět). 1. Promise something to someone if he is right and you are wrong. I *bet* Mother that I would not break a dish this month. 2. The promise made, a wager. Jack lost his *bet* and had to wash the dishes.

**Bi'ble** (bi'b'l). The book that contains the Old and New Testaments. The story of Samson is told in the *Bible*.

**big** (big). Large. Jack's boat is *big*, but Henry's is bigger.

**big'gest** (big'ĕst). From *big*. This oak is the *biggest* tree in the forest.

**bind** (bind). Tie up. *Bind* the package with this cord.

**blank** (blāngk). 1. Not having writing or printing on it. This sheet of paper is *blank*. 2. A space to be filled in. Write your name in this *blank*.

## BORE

**blan'ket** (blāng'kět). A woven covering of cotton or wool.

Mother put a *blanket* over me.  
**blaze** (hlāz). A fire having a bright flame. We saw a *blaze* in the distance.

**blew** (blōō). From *blow*. The wind *blew* hard yesterday. Charlie *blew* out the match.

**bloom** (blōōm). 1. Flower. Our cherry trees are in *bloom* now. 2. Produce flowers. Some flowers *bloom* all summer long.

**blos'som** (blōs'ām). 1. A flower, especially of plants that bear fruit. An apple *blossom* is beautiful. 2. Bloom. Peach trees *blossom* in the spring.

**blot** (blōt). 1. A spot of ink. Try not to get a *blot* on the paper when you write a letter. 2. Spot with ink. Write carefully or you will *blot* the paper.

**blow** (blō). Move air or gas in a current. The wind seemed to *blow* from every direction.

**blow** (blō). A hard stroke. With a *blow* of his ax, George cut the board.

**bluff** (blāf). 1. A steep bank or cliff. We stood on a *bluff* looking off over the valley below. 2. Rough and hearty. We liked the *bluff* captain of the boat.

**bore** (bōr). Make a hole in or through. Father will *bore* a hole in the plank.

**bore** (bōr). From *hear*. Tom *bore* the heavy tray to the table.

ā, āble; ā, ādd; ā, āre; ā, ārm; ā, āsk; ā, āsfā; ā, giānt; ē, ēve; ē, ēnd;  
ē, makēr; ē, ēvent; ē, ēre; ē, nickā; ī, īce; ī, īll; ī, ānīmāl; ō, ōld; ō, ōdd;

# BORROW

# CANAL

**bor'row** (bör'ō). Receive as a loan. May I *borrow* your pen?

**both'er** (bōth'ēr). 1. Trouble, annoy. Does the noise of my typewriter *bother* you? 2. Make a fuss, take trouble. Don't *bother* to put up lunch.

**bound** (bound). Going to, intended for. This bus is *bound* for Chicago.

**bound** (bound). From bind. The package is *bound* with twine.

**bound** (bound). A leap. With a *bound* the deer disappeared.

**brain** (brān). 1. The nerve tissues inside the skull. The *brain* is composed of nerve cells called gray matter and nerve fibers called white matter. 2. Understanding, intellect. My grandfather has a fine *brain*.

**breast** (brĕst). The front of the body between the neck and waist. Knights wore armor to protect the *breast*.

**breath** (brĕth). Air taken into and let out of the lungs. His *breath* came in short gasps.

**broad** (brōd). Wide. The cowboy wore a *broad* leather belt.

**bud** (būd). A flower or leaf just beginning to open. One *bud* on the rosebush is about to open.

**bump** (būmp). 1. Strike or hit (against). Don't *bump* against a chair in the dark. 2. Jolt. How the cars *bump* over that rough detour!

**bu'n'dle** (būn'd'l). A number of

things tied or wrapped together. Jim has a *bundle* of sticks in his cart.

**burst** (bûrst). Break open or through (with force) or into pieces. If water pipes freeze, they may *burst*. Water *burst* through the dam.

**bush'el** (bōosh'ēl). A measure for dry things such as grain or vegetables. One *bushel* contains 4 pecks. Abbreviation: *bu*.

**butch'er** (bōoch'ēr). A person who deals in meat. Get two pounds of chopped beef from the *butcher*.

# C

**cab'bage** (kāb'ij). A vegetable having leaves that fold into a firm round head. Mother sliced some *cabbage* to make into salad.

**cab'in** (kāb'in). A small house or hut. The Boy Scouts built a log *cabin* in the woods.

**calf** (káf). The young of the cow, elephant, and some other animals.

**calm** (kām). Quiet, peaceful. Mother was *calm* in spite of all the noise we were making.

**calves** (kávz), pl. of calf. Thirteen *calves* are in the pasture.

**cam'el** (kām'ēl). A large animal that has one or two humps on its back. A *camel* is used for travel in the desert.

**ca'nal** (kā nāl'). An artificial waterway. A *canal* connects

ō, ōr; ō, ōbey; ō, sōft; ō, cōnnect; ū, cūbe; ū, ūp; ū, būm; ū, ūnit; ū, circūz; ōō, fōōd; ōō, fōōt; oi, oil; ou, out; tū, natūre; th, then; th, thin.



## CANDLE

Lake Erie with the Hudson River.

**can'dle** (kăn'd'l). A stick of tallow or of wax which has cotton threads, called a wick, in the center and is used for lighting or ornament. We lit each *candle* on the cake.



**cape** (kâp). 1. A sleeveless covering that hangs from the shoulders. Aunt Jane has a velvet *cape*. 2. A point of land extending into a body of water. We like to go to *Cape Cod*.

**cap'tain** (kăp'tin). 1. The leader of a team. Bill was elected *captain* of the football team. 2. The officer in command of a ship. The *captain* brought his ship safely into port.

**cap'ture** (kăp'tŭr). Get or take by force. Policemen are trying to *capture* the bandit.

**car'pet** (kăr'pĕt). Thick woven or braided material used as a covering for floors or stairs. Mother bought a *carpet* for the living room.

**cash** (kăsh). 1. Money, coins and bills. How much *cash* is there in the milk fund? 2. Ready money. We paid *cash* for our car.

**cast** (kăst). 1. Throw, hurl. Bert *cast* the bat aside. 2. Make or harden in a mold. The sculptor will have this statue *cast* in bronze.

## CHEAT

**catch'er** (kăch'ĕr). In baseball, the player who stands behind the batter to catch the ball. Henry scored a run because the *catcher* dropped the ball.

**cause** (kôz). 1. Person or thing that makes (or helps to make) something happen. We don't know what the *cause* of the fire was. 2. Bring about. Very cold weather may *cause* suffering.

**cel'lar** (sĕl'ĕr). Space or rooms beneath the first floor of a building. Our furnace is in the *cellar*.

**chalk** (chôk). 1. A soft white or gray limestone. The *chalk* cliffs in England are famous. 2. Substance like chalk used for writing or drawing. Janet colored the rose she drew with red *chalk*.

**change** (chănj). Become or cause to become different. Mother will *change* the color of my sweater by dyeing it.

**chang'ing** (chăn'jĭng). From *change*. Aunt Mary is *changing* the position of this table.

**charge** (chărj). 1. Put a price on. What do you *charge* for a baseball? 2. Price, cost. The *charge* for a special delivery stamp is ten cents.

**cheap** (chĕp). At a low price, costing little. Oranges have been *cheap* this winter.

**cheat** (chĕt). 1. A person who is dishonest and deceitful. Did you think she was a *cheat*? 2.

ă, âble; ă, âdd; â, câre; â, ârm; â, âsk; â, sofâ; â, giânt; ě, ěve; ě, ěnd; ě, makĕr; ě, ěvent; ě, ěĕre; ž, nickĕl; ĭ, ĭce; ĭ, ĭll; ŷ, anĭmal; ô, ôld; ô, ôdd;

Practise deceit or a trick. None of us would *cheat* in a test.

**cheer** (chĕr). 1. Gladness. Marie brings *cheer* wherever she goes. 2. A shout of joy. A loud *cheer* rang out from the people in the grandstand.

**cheese** (chēz). A food made from the pressed curd of milk. *Cheese* is often served with pie.

**chew** (chōō). Bite and grind with the teeth. We should *chew* food thoroughly.

**chief** (chĕf). 1. Leader. John's father is *chief* of the Fire Department. 2. Most important. A picnic was the *chief* topic to be discussed.

**chim'ney** (chĭm'nĭ). A passageway for smoke. We saw the tall *chimney* of a factory.

**chin** (chĭn). The part of the face below the mouth. Jane has a dimple in her *chin*.

**choose** (chōōz). 1. Pick out, select. Isabel will *choose* a book to read. 2. Prefer, wish. We do not *choose* to go now.

**chose** (chōz). From *choose*. John *chose* to stay home.

**cir'cle** (sūr'k'l). 1. A closed curve, every part of which is at the same distance from a point called the center. Laura drew a *circle* on the paper. 2. A ring or anything round. Sometimes we form in a *circle* to play games. **cit'ies** (sīt'iz), pl. of city. Chicago and San Francisco are *cities*. **cit'y** (sīt'ĭ). A very large town.

**claim** (klām). 1. Demand as one's own. Jim did not *claim* that the bat was his. 2. A statement of one's right. Father has a *claim* on this lot.

**clerk** (klŭrk). Person employed in a store or office to assist in selling or other work. A *clerk* in the store took my order.

**cloud** (kloud). Mist or water vapor that can be seen in the sky. A lovely white *cloud* hung over the mountain.

**clown** (kloun). A person whose business is to make people laugh by performing tricks. One *clown* at the circus danced a jig.

**coach** (kōch). 1. A large four-wheeled carriage. Great-grandmother rode in a *coach* drawn by four horses. 2. A car for passengers on a train. We rode in a day *coach* to Seattle. 3. A special teacher. Our football *coach* is popular.

**co coon'** (kō kōōn'). An envelope woven or spun by certain insects, in which they spend one part of their lives. We saw a butterfly come out of its *cocoon*.

**col'lar** (kōl'ēr). Something worn around the neck. Jack's shirt has a soft *collar*.

**com'fort** (kŭm'fĕrt). 1. Give strength or cheer to. We tried to *comfort* Bob when he broke his arm. 2. State of ease. We rode in *comfort* on the air-conditioned train.

ō, ōr; ō, ōbey; ō, ōft; ō, cōnnect; ū, cūbe; ū, ūp; ū, būrn; ū, ūnite; ū, circūs; ōō, fōōd; ōō, fōōt; ōi, oil; ou, out; tū, natūre; th, then; th, thin.

## COMMON

**com'mon** (kõm'ũn). 1. Belonging to a community. This park is the *common* property of all the citizens. 2. Ordinary. The *common* house fly is a menace to health.

**com'pa ny** (kũm'pā nĩ). 1. A group of people. A large *company* gathered at the party. 2. A number of people united to work together. Our automobile was made by a *company* in Detroit.

**cord** (kõrd). A string or slender rope. Jim tied the package with white *cord*.

**cork** (kõrk). 1. The bark of the cork-oak tree. *Cork* is used in making life preservers. 2. A piece of cork or of other material used as a stopper for a bottle. Find the *cork* for this bottle.

**cough** (kõf). 1. Expel air from the lungs with noise and effort. Cover your mouth and nose when you *cough*. 2. An effort to expel air from the lungs. Mabel's *cough* keeps her awake.

**coun'ty** (koun'tĩ). A political division of a state. We live in *Eric County*.

**cou'ple** (kũp'l). 1. Two of one kind. Sam has a *couple* of marbles in his pocket. 2. A man and his wife, two engaged people, or two people who are partners in a dance. Mother gave a party for a *couple* who are to be married.

**cra'dle** (krā'd'l). A child's bed,

## CUT

usually on rockers. Grandmother's *cradle* was made out of maple.

**crawl** (krõl). Move slowly by pushing the body along. The baby has begun to *crawl* on the floor.

**cra'zy** (krā'zĩ). Insane; having a diseased mind.

**creek** (krēk). A small stream. Max caught a fish in the *creek*.

**creep** (krēp). 1. Move along slowly on hands and knees. Does your baby brother *creep* yet? 2. Move slowly. The train seemed to *creep* over the flooded tracks.

**crept** (krēpt). From *creep*. My baby brother *crept* to the door.

**crowd** (kroud). 1. Press close together. Do not try to *crowd* through the door. 2. A large number of persons together. A *crowd* watched the game.

**cup'board** (kũb'ũrd). A closet with shelves, usually used for storing food or dishes. Mother keeps pans in the kitchen *cupboard*.

**cure** (kũr). Make well. Doctor Jones says he can *cure* my cold.

**curl** (kũrl). Form into a curved shape. We watched smoke *curl* from the chimney.

**cur'tain** (kũr'tĩn). A piece of cloth hung to shut out light or as a screen or for ornament. Mother put a *curtain* at my window.

**cut** (kũt). 1. Divide, take off,

ā, āble; ă, ădd; â, âcare; â, ârm; â, âsk; â, âsofâ; ă, ăgiânt; ě, ěve; ě, ěnd; ě, ěmakër; ê, êvent; ê, êhëre; ẽ, ẽnickel; ï, ïce; ï, ïll; ï, ïanimal; ô, ôld; ô, ôdd;



## CUTE

gash, or carve with a sharp instrument. We *cut* the logs into firewood. 2. A wound made by a sharp instrument. The *cut* on my finger has healed.

**cute** (kūt). Attractive. Joe's little sister is very *cute*.

**cut'ing** (kūt'ing). From *cut*. Ada is *cutting* the bread.

## D

**dai'ly** (dā'li). Every day. Our milkman comes *daily*.

**dai'sy** (dā'zī). A flower having a yellow center and white or pink petals. Bob wore a *daisy* in his buttonhole.

**dance** (dāns). 1. Move in time with music. We are going to *dance* at the party. 2. A social gathering for dancing. Jim has invited me to the *dance*.

**danc'ing** (dān'sing). From *dance*. Elsie is *dancing* in our play. There will be *dancing* at the club tomorrow.

**dan'ger ous** (dān'jēr ūs). Not safe. It is *dangerous* to point a gun at anyone.

**dar'ling** (dār'ling). 1. One who is dearly beloved. Mother is a *darling*. 2. Dearly beloved. My *darling* sister is four years old.

**daugh'ter** (dō'tēr). A female child. Susan is their only *daughter*.

**death** (dēth). The end of life. Did you see the notice of Mr. Smith's *death*?

**de light'** (dē lit'). 1. Great pleas-

## DISTANCE

ure. Mary's birthday cake was a *delight* to us all. 2. Cause or give great pleasure. It will *delight* me to go with you.

**den'tist** (dēn'tist). Person whose business is to take care of people's teeth. The *dentist* filled one of my teeth.

**dew** (dū). Moisture condensed from the air. The grass is wet with *dew*.

**dī'al** (dī'al). 1. The marked face of a timepiece. The *dial* of my watch needs to be cleaned. 2. A lettered or numbered plate used in making a connection, as on the telephone or radio. We turned the hand of the *dial* to 65 to hear the radio program.

**dif'fer ence** (dīf'ēr ēns). 1. State of being unlike. What is the *difference* between cake and pie? 2. Amount or manner of being unlike. The *difference* between 12 and 7 is 5.

**dif'fer ent** (dīf'ēr ēnt). 1. Not like. Jim's coat is *different* from yours. 2. Separate, not the same. Joe has five *different* kinds of marbles.

**dine** (dīn). Eat dinner. We *dine* at six o'clock.

**din'ing** (dīn'ing). From *dine*. Lucy is *dining* with us tonight.

**dis'tance** (dis'tāns). 1. Space between two things or places. The *distance* from our house to the school is not great. 2. Length. A journey of any great *distance* may be tiring.

ō, ōr; ō, obey; ō, soft; ō, connect; ū, cube; ū, up; ū, burn; ū, unite; ū, circūs; ōō, food; ōō, foot; oi, oil; ou, out; tū, nature; th, then; th, thin.

## DITCH

**ditch** (dích). A long, narrow cut in the ground through which water may run. A *ditch* was dug to drain the swamp.

**di vide'** (dī vid'). 1. Separate into parts. I'll *divide* this candy bar into three parts. 2. Share. We'll *divide* the box of candy with you.

**di vi'sion** (dī vizh'ăn). 1. Act of dividing. We made a fair *division* of the candy. 2. In arithmetic, the process of dividing. We have just studied *division* of fractions. 3. In business, a section or branch. Mr. Smith is in charge of one *division* of the railroad.

**dodge** (dǒj). Avoid by moving suddenly aside. The quarterback tried to *dodge* the tackle.

**don'key** (dǒng'kī). An animal, like a horse, but smaller and having longer ears. The ped-



Donkey

dler's cart is drawn by a *donkey*.

**dose** (dōs). An amount (of medicine) given at one time. The nurse gives John a *dose* of medicine every hour.

**don'ble** (dūb'l). 1. Two of a kind together. We have *double* doors on our porch. 2. Make twice as many or twice as large. Father wishes he could *double* my allowance.

**doz'en** (dūz'n). Twelve (of a

## EASY

kind). Alice bought a *dozen* bananas. Abbreviation: *doz.*

**drill** (drīl). 1. Teach by having students do something again and again. The coach will *drill* the team in tackling. 2. Act of practising or doing something as a group. The band had a marching *drill* before the game.

**drink** (drīngk). 1. Swallow (anything liquid). *Drink* plenty of milk every day. 2. Liquid to be swallowed. The nurse gave me a *drink* of orange juice.

**drug** (drüg). That which is used as medicine. Castor oil is a *drug*.

**drunk** (drūngk). From *drink*. Ruth has *drunk* four glasses of milk today.

**dur'ing** (dūr'ing). While a thing lasts. We had a heavy storm *during* the night.

**du'ty** (dū'tī). 1. What one is bound to do. It is my *duty* to be loyal to my country. 2. What one has to do in one's business. One policeman's *duty* is to direct traffic here.

## E

**earn** (ûrn). Be paid (in return for work). Jack is going to *earn* fifty cents for cutting the grass.

**eas'ier** (ēz'ī ēr). From *easy*. We went by an *easier* route.

**East'er** (ēs'tēr). An annual Christian celebration. Many churches are decorated with lilies on *Easter* Sunday.

**eas'y** (ēz'ī). Not hard (to do or

ā, āble; ā, ādd; ā, cāre; ā, ārm; ā, āsk; ā, sofā; ā, giānt; ē, ēve; ē, ēnd;  
ē, makē; ē, ēvent; ē, hēre; ē, nickēl; ī, īce; ī, īll; ī, ānīmāl; ō, ōld; ō, ōdd;

## EDGE

get). We found an *easy* way to go.

**edge** (ĕj). 1. The sharp part of a cutting instrument. The *edge* of my knife is dull. 2. Border or (sharp) side of anything. Mother planted iris on the *edge* of the garden.

**eight'een'** (ā'tēn'). One more than seventeen.

**eighth** (ätth). 1. One of eight equal parts. One *eighth* of 40 is 5. 2. We lost the seventh and *eighth* games.

**eight'y** (ā'ti). Eight times ten (80).

**el'ther** (ē'thēr). 1. One or the other of two. *Either* Joan or Phyllis should go. 2. Each of two. There is a ditch on *either* side of the road.

**el'e phant** (ē'l'ē fānt). The largest four-footed animal. The wild *elephant* is found in Africa and Asia.

**e lev'en** (ē lēv'ēn). One more than ten.

**else** (ēls). 1. Other, besides. What *else* could we do? 2. In a different way, place, or manner. We would rather go somewhere *else*.

**en close'** (ēn klōz'). 1. Shut in. Father is going to *enclose* the porch with glass. 2. Put in a letter or package. I will *enclose* ten stamps.

**Eng'lish** (īng'glīsh). 1. The people of England. The *English* love their country. 2. Of the

## EXPLORE

people of England, their country, or their language. *English* cloth is famous for its quality.

**en joy'** (ēn joi'). Take pleasure in. We *enjoy* the pictures in our new readers.

**en'ter** (ēn'tēr). 1. Go or come into. Don't *enter* the house by the back door. 2. Begin. We *enter* a new school year today.

**es cape'** (ēs kāp'). 1. Get away or flee. Our canary tried to *escape* from his cage. 2. Be free from, avoid. I hope you will *escape* having a cold.

**eve'ning** (ēv'ning). Close of the day, twilight and the early hours of night. The sunset is beautiful this *evening*.

**ev'er y one** (ēv'rī wūn). Every person, everybody. Ruth had gifts for *everyone* at her party.

**ex am'ple** (ēg zām'p'l). 1. A sample. This letter is a good *example* of Jean's writing. 2. A problem. One *example* in arithmetic was hard to do.

**ex cept'** (ēk sēpt'). Leaving out. That train runs every day *except* holidays.

**ex pect'** (ēks pēkt'). Look for, count upon. We *expect* you to paint the fence.

**ex plain'** (ēks plān'). 1. Make clear. Please *explain* how to pronounce this word. 2. Show the reason or meaning of. Can you *explain* why you did not come?

**ex plore'** (ēks plōr'). 1. Search out, examine carefully. We are

0, 0r; 0, 0bey; 0, s0ft; 0, c0nnect; 0, c0be; 0, 0p; 0, b0rn; 0, 0nate;  
0, circ0s; 00, f00d; 00, f00t; 0i, oil; ou, out; 0t, nat0re; 0h, then; 0h, thin.

## EXTRA

going to *explore* the shore of the lake. 2. Travel (for discovery) in little known lands. Men who *explore* the Antarctic are adventurous.

**ex'tra** (ěks'trā). 1. More than is needed. We have an *extra* ticket to the concert. 2. In addition. How much *extra* time will you have?

## F

**fact** (făkt). Something that has really happened or is known to be true. It is a *fact* that Jane went away yesterday.

**fac'to ry** (făk'tō rī). A building or buildings in which goods are made. The canning *factory* employs many people.

**fail** (fāl). 1. Fail short, not succeed. Did Ray *fail* in his test today? 2. Neglect. We will not *fail* to come.

**fare** (fār). Price paid for a journey. What is the *fare* to Seattle?

**fault** (fōlt). Mistake. We lost the game through the *fault* of our catcher.

**fear** (fēr). 1. A painful feeling caused by danger. Mother has a *fear* of fire. 2. Be afraid of. The lion does not *fear* most other animals.

**feast** (fēst). A rich and abundant meal. A *feast* was set before us at the banquet.

**fel'low** (fě'l'ō). Person. He is a strange *fellow*.

## FLIGHT

**fer'ry** (fěr'ī). A kind of boat. Ida likes to ride on the *ferry*.



Ferry

**fe'ver** (fě'vēr). A temperature of the body that is above normal (98.6°). John has a high *fever*.

**fifth** (fifth). 1. One of five equal parts. One *fifth* of fifty is ten. 2. This is the *fifth* snowstorm this winter.

**fif'ty** (fif'tī). Five times ten (50). **fin'ger print** (fing'gēr print). An impression made by the tip of the thumb or of a finger on a smooth surface. Each *finger-print* is different; no two are exactly alike.

**fire'man** (fir'măn). A man employed in putting out fires. The *fireman* dashed into the burning building.

**flash** (flăsh). 1. A flame or light, sudden and brief. We saw a *flash* of lightning. 2. A news message sent by telegraph or radio. A news *flash* told the final football scores.

**fleet** (flēt). Warships of a nation. Part of our *fleet* is in the Pacific now.

**flight** (flīt). 1. Act of fleeing. The man was hurt in his *flight* from the burning building. 2.

ā, āble; ā, ādd; ā, cāre; ā, ārm; ā, āsk; ā, sofā; ā, giānt; ē, ēve; ē, ēnd;  
ō, makēr; ē, čvent; ē, hēre; ē, nickēl; ī, īce; ī, īll; ŷ, ānīmāl; ō, ōld; ō, ōdd;

## FLOCK

Act of flying. Today Joe took his first *flight* in an airplane.

**flock** (flɒk). A group of animals together. There's a *flock* of crows.

**flood** (flʊd). A great flow of water, especially one that overflows its surroundings. Heavy spring rains caused a *flood* in the Ohio Valley.

**force** (fɔrs). 1. Strength or energy. The *force* of the blow threw Henry down. 2. Accomplish by strength or pressure. We'll try to *force* the door open.

**forehead** (fɔr'ɛd). The part of the face above the eyes. Helen has a high *forehead*.

**forest** (fɔr'ɛst). Land covered thickly with trees. Did you find the path through the *forest*?

**for give** (fɔr giv'). Overlook a fault. *Forgive* me for losing my temper.

**form** (fɔrm). 1. Shape of a thing. Mother cut out the dough in the *form* of a star. 2. Give shape to. Joe will *form* a cat out of clay. 3. Take the shape of. Sometimes we *form* in a circle to play games.

**fort** (fɔrt). A fortified place or a building strongly built for de-



A frontier fort

fense. Soldiers have built a *fort* on top of that hill.

## FURNITURE

**forth** (fɔrth). 1. Forward. The soldiers went *forth* to battle. 2. Out into view. The sun came *forth* from behind a cloud.

**for'ty** (fɔr'ti). Fourtimesten (40). **four'teen** (fɔr'tēn). One more than thirteen.

**frac'tion** (fræk'shūn). One or more parts of anything. One-third is a *fraction*.

**frame** (frām). 1. That which gives support to a building. Only the *frame* of the house has been built. 2. Enclose with a border. We are going to *frame* Janet's picture. 3. A device of wood or other material used for holding or supporting (something). Mother stretches curtains on a *frame*.

**freeze** (frēz). 1. Harden or turn into ice. We hope the water in the pond will *freeze*. 2. Become stiff with cold. Apple blossoms will *freeze* in this cold weather.

**freight** (frāt). Goods carried chiefly by ship or train. A train that carries *freight* only is called a *freight* train.

**fro'zen** (frō'z'n). From freeze. The fern will be *frozen* if it is left outdoors.

**fry** (fri). Cook in a pan over a fire, especially with fat. Mother will *fry* potatoes for lunch.

**fur'ni ture** (fūr'nī tūr). Articles used in furnishing a room or building, such as tables or chairs. Mother bought new *furniture* for my room.

ō, ōr; ò, òbey; ð, sòft; ð, cònnect; ū, cūbe; ũ, ũp; ū, bŭrn; ũ, ũnĭte;  
ŭ, cĭrcŭs; ōō, fōod; ōō, fōot; oī, oīl; ou, out; tū, natŭre; th, then; th thĭn.



## FURTHER

**fur'ther** (fûr'thēr). More. As we studied *further*, we became more interested in birds.

## G

**gal'lon** (gāl'ăn). A unit of measure, chiefly for liquids (four quarts). The girls made a *gallon* of lemonade. Abbreviation: *gal*.

**ga rage'** (gá rāzh'). A building in which automobiles are kept or repaired. Our *garage* is in the back yard.

**geese** (gēs), pl. of goose. Wild *geese* fly north in the spring.

**gen'tle** (jĕn't'l). 1. Soft. Mother has a *gentle*, low voice. 2. Mild, moderate. We enjoyed the *gentle* warmth of the sun.

**ge og'ra phy** (jĕ og'rā fī). The science of the earth that tells where and how men live and why they live as they do. In *geography* we are studying the United States.

**get** (gĕt). 1. Obtain. How many apples did you *get*? 2. Become. Some men *get* rich.

**get'ting** (gĕt'ting). From *get*. Jack is *getting* a new football.

**good night'** (gōōd nīt'). An expression of farewell at night. "*Good night*, we'll see you in the morning."

**goose** (gōōs). A tame or wild bird that is larger than a duck and can swim. Many people like roast *goose*.

## GROCERY

**grab** (grăb). Seize suddenly. Our dog tried to *grab* the meat that lay on the table.

**grain** (grăn). The seed of cereal grass, such as oats or wheat. Farmers sow *grain* in the spring.

**grand'fa ther** (grănd'fā thēr). The father of one's father or mother. Mary's *grandfather* lives in Indiana.

**grand'moth er** (grănd'mŭth-ēr). The mother of one's father or mother. Jim's *grandmother* makes delicious cake.

**grave** (grāv). A hole dug in the ground used as a place of burial. We dug a *grave* for the dead robin.

**gra'vy** (grā'vī). A sauce for meat, vegetables, or fish. Ted likes *gravy* on mashed potatoes.

**greet** (grĕt). Address or meet with kind words. We *greet* each other by saying, "Good morning."

**grind** (grīnd). 1. Rub or crush into powder. These mills *grind* wheat into flour. 2. Sharpen by rubbing on a rough surface. Joe will help Father *grind* the ax to make it sharp.

**grip** (grīp). 1. Take firmly in the hand or arms. Joe will *grip* the bat and try to hit the ball. 2. A firm hold. Jean held the puppy with a firm *grip*.

**gro'cer y** (grō'sēr ī). A store in which foodstuffs are sold. I bought oranges and butter at the *grocery*.

ă, âble; ă, ădd; â, câre; â, ârm; â, âsk; â, sofâ; â, giânt; ê, êve; ê, ênd; ê, makêr; ê, êvent; ê, hêre; ê, nickêl; î, îce; î, îll; î, anîmal; ô, ôld; ô, ôdd;

## GUARD

**guard** (gärd). 1. Protect from harm. A watchman will *guard* the building at night. 2. Act of guarding or watching. A watchman is on *guard* at night.

**guide** (gīd). 1. Show the way, lead, direct. Henry will *guide* us to camp. 2. Person or thing that shows the way or directs. A *guide* at the museum showed us where to go.

**gum** (güm). 1. A sticky substance from some trees and shrubs. Spruce *gum* has a sharp, piny flavor. 2. A flavored substance used for chewing. The airplane hostess gave us some *gum*.

## H

**hab' it** (häb'it). A practice or custom. Father has a *habit* of getting up early.

**hail** (hä). Frozen rain. *Hail* beat against the window during the storm.

**hal low een'** (häl ö'ën'). The evening of October 31. On *Halloween*, John and Charlie dressed up as ghosts.

**hand'ker chief** (häng'kēr chīf). A small piece of linen, cotton, or silk cloth used for wiping the nose or face. My new *handkerchief* has a blue border.

**har'vest** (här'vest). 1. The time for gathering grain and other crops. During the *harvest* my uncle has to hire many helpers.

## HIGHWAY

2. Crops that are gathered. We had a fine *harvest* of wheat.

**has'n't** (häs'n't). Has not. Joan *hasn't* gone yet.

**hatch** (häch). Produce from eggs. How many chicks did your pet hen *hatch*?

**haul** (hól). Drag with force; carry (in a truck or wagon). Trucks will *haul* our peaches to market.

**health** (hēlth). Soundness of body or of mind; freedom from pain and disease. Take care of your *health*.

**heap** (hēp). A pile. We raked the leaves into a *heap*.

**heat** (hēt). 1. Warmth, hotness. Sometimes in the summer, the *heat* is intense. 2. Make or grow hot. Please *heat* water for tea.

**heav'en** (hēv'ēn). The sky, upper air, or regions above. In the *heaven*, or the heavens as we usually say, we saw many stars.

**herd** (hīrd). A group of animals. We saw a picture of a *herd* of elephants.

**he'ro** (hēr'ō). 1. A person who shows great bravery. Jim was called a *hero* when he saved George from drowning. 2. The chief male character of a story or play. Tom Sawyer is the *hero* of a book by Mark Twain.

**her self'** (hūr sēlf'). *Herself* is used in a sentence to give added force. Mother *herself* went to the store.

**high'way** (hī'wā). A public

ö, ö; ö, öbey; ö, söft; ö, cönnect; ü, cübe; ü, üp; ü, bürn; ü, ünite; ü, circüs; öö, fööd; öö, fööt; oi, oil; ou, out; ü, natüre; th, then; th, thin.

## HIRE

road. The main *highway* from St. Louis to Omaha passes through our town.

**hire** (hir). Engage, employ. We'll have to *hire* several men to help with haying.

**his'to ry** (hîs'tō rî). A record of past events. We have a new *history* of the United States.

**hoe** (hō). 1. A tool having a long handle and a flat blade, used to loosen the ground. Please get



Hoe

me the *hoe* from the tool shed. 2. Use a hoe. Father is going to *hoe* the garden.

**hol'low** (hōl'ō). A hole; sunken place. Water collected in a *hol-low* in our field.

**home'sick** (hōm'sîk). Sick at being away from home; longing for home. At first I was *homesick* at camp.

**home'stead** (hōm'stēd). A farmhouse with the land belonging with it. Grandfather's *home-stead* is five miles from town.

**hon'ey** (hūn'î). A sweet, thick liquid which bees make from the nectar of flowers. We like griddle cakes with *honey* for breakfast.

**hon'or** (ōn'ēr). 1. Honesty, uprightness. Jim's father is a man of *honor*. 2. Pay honor to. Today we *honor* our national heroes.

**hope** (hōp). 1. A belief or feeling

## ITSELF

that what one wishes for will come to pass. Our *hope* is that Mother will come home today.

2. Wish or expect. We *hope* our team will win.

**hop'ing** (hōp'îng). From *hope*. Ruth is *hoping* to go to camp.

**hose** (hōz). A flexible rubber tube through which liquids or gases may flow. Jack waters the garden with a *hose*.

**hur'ried** (hûr'îd). From *hurry*. Rose *hurried* down the street.

**hur'ry** (hûr'î). 1. Move or act with haste. *Hurry* or you will be late for school. 2. A rush. In his *hurry* Sam forgot his cap.

## I

**I'd** (îd). I would, I should, or I had. *I'd* rather go next week. **i'dle** (îd'î). Not busy. Mother is never *idle*.

**im prove'** (îm prōv'). Make or grow better. You can *improve* your spelling by studying.

**in deed'** (în dēd'). In fact, in truth. We are sorry *indeed* that you are ill.

**in'ter est** (în'tēr ēst). 1. Thought or care given (to anything or anyone). Mother has great *interest* in flowers. 2. Secure one's attention. Ruth wants to *interest* us in her hobby.

**is'land** (î'lând). Land surrounded by water. We built our camp on an *island* in the river.

**it self'** (ît sēlf'). Itself is used in

â, âble; ä, ädd; â, câre; ä, ärm; ä, äsk; ä, sofä; ä, giânt; ê, êve; ê, ênd; ê, makêr; ê, êvent; ê, hêre; ê, nickêl; î, îce; î, îll; î, î, animal; ô, ôld; ô, ôdd;



a sentence to give added force. The subject *itself* is interesting. I've (iv). I have. I've walked far enough.

## J

**jail** (jäl). A prison. The windows of the *jail* have iron bars.

**job** (jōb). A bit or piece of work. My *job* is to wipe the dishes.

**join** (join). 1. Bring or fix together. Bob will *join* two pieces of wood together. 2. Unite (with). Five boys are going to *join* our club.

**joke** (jōk). Something said or done to cause people to laugh. At the party, each of us told a *joke*.

**judge** (jūj). 1. The officer who decides cases in a court of justice. The *judge* asked the lawyer a question. 2. Estimate. Can you *judge* how many people are here?

## K

**ket'tle** (kēt'tl). A metal vessel used to boil water or for cooking. Fill the *kettle* and put it on the stove.



Kettle

**knit** (nīt). Form material with needles by using yarn or thread. Mother likes to *knit* sweaters.

**knock** (nōk). 1. Rap. Please

*knock* on the door before you come in. 2. Strike or drive. How far can you *knock* the ball?

**knot** (nōt). 1. A tight loop made by tying. Bob made a *knot* in the string. 2. Tie into a knot. Sam will have to *knot* the cord to fasten his package securely.

**know** (nō). 1. Have information about. Do you *know* whose house burned down? 2. Be sure of. I *know* that Jim is honest.

**known** (nōn). From know. We have *known* the good news since yesterday.

## L

**lack** (lāk). 1. Be in need of. This winter we will not *lack* firewood. 2. Need, failure (to have). The *lack* of coal in the city is causing distress.

**lan'guage** (läng'gwīj). 1. Speech, written or spoken. The *language* in our readers is simple. 2. Form of speech of one nation. I hope to study the French *language*.

**lap** (lāp). When sitting, the front of the knees, thighs, and lower part of the body. June held her baby brother on her *lap*.

**lawn** (lōn). Ground on which grass is kept closely cut. We had a picnic on the *lawn*.

**least** (lēst). From little. Mary likes cocoa a little, coffee less, and tea *least* of all hot drinks. We'll walk at *least* a mile.

ō, ōr; ō, ōbey; ō, sōft; ō, cōnnect; ū, cūbe; ū, ūp; ū, bārn; ū, ūnite;  
ū, circūs; ōō, fōōd; ōō, fōōt; ei, oil; ou, out; tū, natūre; th, then; th, thin.

## LEAVE

**leave** (lēv). Go away from. We shall *leave* home early tomorrow.  
**leav'ing** (lēv'ing). From leave. We are *leaving* town today.

**lem'on** (lēm'ŏn). A yellow fruit that has a sour taste. Lemonade is made from *lemon* juice, sugar, and water.

**let** (lēt). Allow, permit. "Mother, please *let* me go fishing!"

**let'ting** (lēt'ing). From let. Joan is *letting* me use her sled.

**lev'el** (lēv'el). Having all the parts of the same height. The floor in my room is *level*.

**lib'rar y** (lī'brēr ī). 1. A room or building where books are kept. We have a fine collection of books in our school *library*. 2. A collection of books. Mr. Ross has a fine *library*.

**lie** (lī). Lay oneself down. I like to *lie* on the couch.

**light'ning** (līt'nīng). A flash or flashes of light in the sky caused by electricity. *Lightning* struck a tree in our orchard.

**limb** (līm). 1. A part of the body. An arm or a leg is called a *limb*. 2. A branch of a tree. Jim climbed out on the *limb* of our oak tree.

**list** (list). A number of names or items. Did you put "bread" on your grocery *list*?

**lit'tle** (līt'l). 1. Small. My uncle has a *little* cottage at the seashore. 2. A small amount. May I use a *little* of your paste?

**live** (liv). 1. Have life. Fish can-

## MARBLE

not *live* long out of water. 2. Dwell. We *live* in the country.  
**liv'ing** (līv'ing). From live. Those plants do not seem to be *living*.

**lon'e'some** (lōn'sŏm). 1. Feeling lonely. Father is *lonesome* without us. 2. Not often visited. We seldom drive through that *lonesome* region.

**loose** (lōōs). 1. Not fastened firmly. Irma has a *loose* tooth. 2. Not fastened. Pick up the *loose* papers on your desk.

**loud'speak'er** (loud'spēk'ēr). A device for increasing sound. Our radio has an eight-inch *loud-speaker*.

**ly'ing** (lī'ing). From lie. Joan is *lying* on the grass.

## M

**maid** (mād). 1. A young girl. A pretty *maid* walked down the street. 2. A girl or woman employed to do housework. The *maid* in the hotel kept our room clean.

**main** (mān). 1. Chief. We live near the *main* highway. 2. A large water or gas pipe. When the water *main* broke, the street was flooded.

**ma'ple** (mā'p'l). 1. A kind of tree. Maple syrup is obtained from the sugar *maple*. 2. The wood of the maple tree. My furniture is made of *maple*.

**mar'ble** (mār'h'l). 1. A fine

ā, āble; ă, ădd; â, câre; ä, ärm; á, ásk; á, sofá; ǎ, giǎnt; ê, êve; ẽ, ẽnd;  
 ē, makēr; ē, évent; ē, hēre; ẽ, nickël; ì, ìce; ï, ìll; ï, anïmal; ô, ôld; ȳ, ȳdd;

## MARKET

limestone that can be highly polished. *Marble* is used in many buildings. 2. A small ball of clay, glass, or other materials used in playing a game. Jerry has one red *marble*.

**mar'ket** (mār'kēt). A place where goods are bought and sold. Some farmers sell their vegetables at a public *market*.

**mas'ter** (mās'tēr). 1. A person who is in command or control (of others). A dog usually obeys his *master*. 2. A person who is in control (of something). Father is not always *master* of his time. 3. Become *master* of; learn to do.

**mate** (māt). One of a pair. Our canary misses her *mate*.

**mead'ow** (mēd'ō). A grassy field. Father turned the sheep into the *meadow*.

**meas'ure** (mēzh'ēr). 1. Find the size, length, or amount of anything. *Measure* the length of the room. 2. Mark (off or out). *Measure* one inch on your paper.

**mer'ry** (mēr'ī). Joyful, happy. Lucy has a *merry* laugh.

**mid'night** (mīd'nīt). Twelve o'clock at night. Cinderella had to leave the ball at *midnight*.

**mild** (mīld). 1. Gentle in manner or temper. Grandmother has a *mild* disposition. 2. Temperate. This is a *mild* day.

**mist** (mīst). Moisture, or water vapor, in the air that can be seen. A thick *mist* hung over the harbor.

## NEITHER

**mud'dy** (mūd'ī). 1. Covered with mud. Your *shoes* are *muddy*. 2. Full of mud. After a heavy rain, the water in our brook is *muddy*.

**mule** (mūl). An animal which is part horse and part donkey. Tom hitched his *mule* to a cart.



Mule

**mul'ti ply** (mūl'tī plī). 1. Increase a number or quantity a given number of times. *Multiply* fourteen by five and write the product. 2. Increase in number or amount. White mice *multiply* rapidly.

## N

**na'tion** (nā'shūn). People living in one country, having the same laws and customs and, in general, speaking the same language. Mexico is a *nation*.

**na'ture** (nā'tūr). 1. The physical world, such as the earth, stars, and sky. We have begun the study of *nature*. 2. Natural disposition. Mary has a very sweet *nature*.

**na'vy** (nā'vī). The sea force of a nation. We are proud of our *navy*.

**nei'ther** (nē'thēr). 1. Not the one nor the other. *Neither* Tom nor Sam can go. 2. Not either.

ō, ōr; ō, obey; ō, soft; ō, connect; ū, cube; ū, up; ū, burn; ū, unite;  
ū, circū; ōō, food; ōō, foot; oi, oil; ou, out; tū, nature; th, then; th, thin.

I cannot go, and *neither* can Charlie.

**news** (nūz). Recent information of general interest. We listened to a broadcast of world *news*.  
**niece** (nēs). The daughter of one's brother or sister. My brother's daughter is my *niece*.  
**nine'teen'** (nin'tēn'). One more than eighteen.

**nois'y** (noiz'ī). 1. Full of noise. Our house is on a *noisy* street. 2. Making a loud noise. The crowd at the game was *noisy*.

**note** (nōt). 1. A written reminder. I've made a *note* of your address. 2. A short letter. Mother received your *note* inviting her to visit you. 3. A musical sound. Edith doesn't know one *note* from another.

**no'tice** (nō'tīs). 1. See, hear, or pay attention to. Did you *notice* Jim's new suit? 2. A sign, written or printed, giving information. We saw a *notice* of the flower show next week.

## O

**o bey'** (ō bā'). Do what one is told. Our dog will *obey* me.

**o'cean** (ō'shān). A great body of salt water. The largest *ocean* is the Pacific *Ocean*.

**odd** (ōd). 1. Unlike others. Edith has an *odd* ring. 2. Not divisible by two without a remainder. Three is an *odd* number.

**of'fice** (ōf'īs). 1. Position, spe-

cial work assigned to one. Our secretary wants to hold *office* again. 2. Place of business. Father's *office* is in that building.

**of'fi cer** (ōf'īsēr). 1. One in charge of some office or public work. We have to elect more than one *officer* at the next club meeting. 2. In the army or navy, one who holds a position of authority. The general is an army *officer*.

**on'ion** (ūn'yān). A plant having a bulb-like root and a sharp taste. Mother puts chopped *onion* in potato salad.

**or'der** (ōr'dēr). 1. A command. A captain will give the *order* to attack. 2. Give a command. The general will *order* his troops to advance. 3. A direction or a list of goods. I'll leave the *order* at the grocery.

**or'gan** (ōr'gān). A musical instrument. There is an *organ* in our movie theater.



An organ

**our selves'** (our-sēlvz'). Ourselves is used in a sentence to give added force. We *ourselves* must help him.

**out'field'er** (out'fēl'dēr). In baseball, a player whose regular position is beyond the diamond, or infield. The *outfielder* caught the fly ball.

**o'ver coat** (ō'vēr kōt). A coat

ā, āble; ā, ādd; ā, ācare; ā, ārm; ā, āsk; ā, āsofā; ā, āgiānt; ē, ēve; ē, ēnd; ē, ēmakēr; ē, ēvent; ē, ēhēre; ē, ēnickēl; ī, īce; ī, īll; ī, īanimal; ō, ōld; ō, ōdd;

# OWL

worn over a dress or suit. Bob's new winter *overcoat* is warm.  
**owl** (oul). A bird of prey. The *owl* eats field mice.

# P

**pa rade'** (pā rād'). 1. A public march for display. We watched the circus *parade*. 2. March in a parade. Boy Scouts are going to *parade* down Main Street.

**par'lor** (pār'lēr). A room in which guests are entertained. Mother received her guests in the *parlor*.

**par'ties** (pār'tīz), pl. of party. We are going to two *parties* this week.

**par'ty** (pār'tī). A social gathering. I have invited ten friends to a *party*.

**paw** (pō). An animal's foot. The claws in a cat's *paw* are sharp.

**peace** (pēs). Freedom from war or disturbance. Let us all work for *peace*.

**pearl** (pūrl). A small white and glowing gem, found in shellfish. A genuine *pearl* is costly.

**per haps'** (pēr hāps'). Possibly. *Perhaps* we can go tomorrow.

**pinch** (pīnch). Squeeze or grip with the fingers. Don't *pinch* me.

**pint** (pīnt). A measure, equal to half a quart. We bought a *pint* of ice cream. Abbreviation: *pt*.

**pitch** (pīch). 1. In baseball, to throw a ball to the batter. Joe likes to *pitch* rather than catch.

2. Act of throwing the ball to the batter. Jim's first *pitch* was a good one.

**pitch'er** (pīch'ēr). In baseball, the player who throws the ball to the batter. Our *pitcher* struck out two men in one inning.

**plain** (plan). 1. Without ornament. Ruth's dress is very *plain*. 2. A flat stretch of land. Cattle are grazing on the *plain*.

**plan** (plān). 1. Make decisions or arrangements in advance. We *plan* to spend a day in the country. 2. A decision or arrangement about what is to be done or made. Our *plan* is to spend a week at the seashore.

**plank** (plāngk). A long, flat, broad piece of wood. A *plank* is usually thicker than a board.

**pleas'ant** (plēz'ānt). Giving pleasure. We had a *pleasant* time at the fair.

**plen'ty** (plēn'tī). A full supply, enough. We have *plenty* of potatoes for dinner.

**plus** (plūs). In addition to. Four *plus* five is nine. A pitcher needs brains *plus* strength.

**pork** (pōrk). The flesh of a hog used for food. We had roast *pork* and apple sauce for dinner.

**post' of'fice** (pōst'ōf'īs). A building where mail is handled. Our postman gets the mail at the *post office*.

**po ta'to** (pō tā'tō). A vegetable. The part of the *potato* that we eat grows under the ground.

6, 8r; 6, 8bey; 6, s6ft; 6, c6nnect; 6, c6be; 6, 6p; 6, b6rn; 6, 6nite;  
 6, circ6s; 66, f66d; 66, f66t; 6i, oil; 6u, out; 66, nat6re; 6h, then; 6h, thin.



## POTATOES

**po ta'toes** (pō tā'tōz), pl. of potato. We baked *potatoes* in the hot ashes of our campfire.

**pot'ter y** (pōt'tēr y). Vessels made from clay and hardened by heat. Mother has a lovely piece of Danish *pottery*.

**pour** (pōr). Flow, as in a steady stream. Soon a crowd will *pour* out of the building.

**pow'der** (pou'dēr). 1. Fine particles of dry substance. Some medicine is in *powder* form. 2. An explosive mixture. *Powder* used in gun shells is made of saltpeter, charcoal, and sulphur.

**praise** (prāz). 1. Speak highly of. Many people *praise* modern music. 2. Honor given because of excellence or worth. Many great men do not receive the *praise* they deserve.

**pres'ent** (prēz'ēnt). 1. At hand. We will be *present* tomorrow. 2. A gift. Edith gave me a birthday *present*.

**pre sent'** (prē zēnt'). Give, offer. We will *present* Ada with a bouquet.

**pres'i dent** (prēz'ī dēnt). 1. The chief executive officer of the United States. We elect a *president* every four years. 2. One who presides. Frank is *president* of our club.

**press** (prēs). 1. Push, using weight or force. *Press* the juice from the lemon. 2. A machine used in printing. Newspapers are printed on a *press*.

## PROMISE

**price** (prīs). The amount asked or paid for anything. What is the *price* of a quart of milk?

**prince** (prīns). The title given to the son of a king. A *prince* is educated to become a king.

**print** (prīnt). 1. Cloth stamped with a pattern. Ruth wore a new *print* dress. 2. Letters stamped by type. It is hard to read fine *print*. 3. Stamp from type. Our class will *print* programs for the play. 4. Write letters like those printed by type. "Jack, *print* your name on the board."

**pris'on** (prīz'n). 1. A building in which lawbreakers are kept. The robbers were sentenced to two years in *prison*. 2. Any place where one is kept against one's will. A cage is a *prison* to a wild animal.

**prob'lem** (prōb'lēm). A question or situation requiring thought. Our *problem* is hard to solve.

**pro'gram** (prō'grām). 1. Plan of the business of a club or other group. Our club *program* includes a talk on birds. 2. A printed list of events or topics. We had a *program* printed for our play.

**prom'ise** (prōm'is). 1. A pledge given that something will be done, said, or given. We can count on his *promise* of help. 2. Give one's word, make a pledge. I will *promise* to give fifty cents to the library fund.

ā, āble; ā, ādd; ā, ācare; ā, ārm; ā, āsk; ā, āsofā; ā, āglānt; ē, ēve; ē, ēnd;  
ē, ēmakēr; ē, ēvent; ē, ēhēre; ē, ēnickēl; ī, īce; ī, īll; ī, īanimal; ō, ōld; ō, ōdd;

# PROOF

# RECITE

**proof** (prōōf). That which shows a thing to be true or good; evidence. The cake was *proof* of Lucy's cooking ability.

**prop'er** (prōp'ēr). Right and correct. Whatever Anne does is *proper*.

**proud** (proud). Taking proper satisfaction or pride in. Joe is *proud* of his new bicycle.

**puđ'ding** (pōōd'ing). A dessert. We had plum *pudding* for Thanksgiving.

**pump'kin** (pūmp'kīn). A large orange-colored fruit, somewhat like a squash or gourd, that grows on a vine. Jessie made a fine *pumpkin* pie.

**pu'pil** (pū'p'l). One who is learning. Joan is a *pupil* in Avon School.

**pur'ple** (pūr'p'l). A dark color, a mixture of red and blue. Mother wore a bunch of *purple* violets.

## Q

**quar'ter** (kwōr'tēr). 1. One of four equal parts. One *quarter* of four is one. 2. Twenty-five cents. We paid a *quarter* for flowers. 3. Mercy. Pirates often gave no *quarter* to their enemies.

**queer** (kwēr). Odd, strange. Ada found a *queer* stone.

**qui'et** (kwī'ēt). 1. Free from noise. We found a *quiet* place to sit. 2. Stillness, peace. We love the *quiet* of the country.

## R

**ra'di o** (rā'dī ō). 1. A way of receiving and sending words, music, and messages through the air by electric waves. The latest news comes by *radio*. 2. An instrument through which one receives messages by radio. Let's turn on the *radio*.

**rail'road** (rāl'rōd). 1. A road with parallel rails on which the wheels of a train run. A *railroad* was built through a gap in the mountains. 2. The tracks, trains, stations, officials in charge—all that makes up a railroad company. Father owns stock in a *railroad*.

**ranch** (rānch). A very large farm. We could ride for miles on my uncle's *ranch*.

**rat'tle** (rāt'l). 1. Make sharp, clattering sounds. The earthquake made the dishes in the closet *rattle*. 2. A number of sharp, quick sounds. Did you hear the *rattle* of the dishes? 3. A baby's toy. The baby shook his *rattle*.

**re'al ly** (rē'al ī). In truth. Fred's report was *really* good.

**rea'son** (rē'z'n). Motive for an action. What was your *reason* for being late?

**re ceive'** (rē sēv'). Take what is offered or sent; accept. When did you *receive* my letter?

**re cite'** (rē sit'). 1. Read aloud or repeat. Can you *recite* the

ō, ōr; ō, ōbey; ō, sōft; ō, cōnnect; ū, cūbe; ū, ūp; ū, būm; ū, ānīte; ă, cīrcūs; ōō, fōōd; ōō, fōōt; oi, oil; ou, out; tū, natūre; th, then; th, thin.

## REFUSE

words of "The Star-Spangled Banner"? 2. Tell in order. *Recite* just what happened.

*re fuse'* (rĕfūz'). Say "no," decline. Joe could not *refuse* to go. *ref'use* (rĕf'ūs). Useless matter. Please throw *refuse* into the wastebasket.

*re mem'ber* (rĕ mĕm'hĕr). 1. Recall. I didn't *remember* your name. 2. Keep in mind. We'll *remember* your request.

*re move'* (rĕ mōv'). Take away or off. "Jean, please *remove* the plates from the table."

*re peat'* (rĕ pĕt'). Say, do, or happen over again. We are going to *repeat* the class play.

*re ply'* (rĕ pli'). 1. Give an answer. Helen will *reply* to your letter. 2. An answer. What *reply* was made to Harry's question?

*re port'* (rĕ pōrt'). 1. An account of what has been seen or heard. Hilda's *report* was really worthwhile. 2. The sound of an explosion. We heard the *report* of a pistol shot.

*re spect'* (rĕ spĕkt'). 1. A looking up to; honor. Children should have *respect* for their parents. 2. Look up to, honor. We *respect* our teacher.

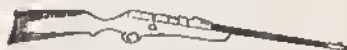
*re turn'* (rĕ tŭrn'). 1. Come back, turn back. Let's *return* to the house. 2. Bring back, send back. I'll *return* your book.

*re view'* (rĕ vū'). 1. Look at or study again. What words did you *review* today in spelling? 2.

## RYE

A lesson that has been studied before. Today we had a *review* of last week's work. 3. Recite, tell over. Dick began to *review* his reasons for being late.

*ri'fle* (rĭfl'). 1. One kind of gun. Father uses a *rifle* when he goes



Rifle

hunting. 2. Rob. Police found robbers trying to *rifle* the safe. *rough* (rŭf). Not smooth. In cold weather my hands become *rough*.

*ru'ler* (rŭol'ĕr). 1. One who governs or rules. A king is a *ruler*. 2. A strip of wood or other substance used for measuring. This *ruler* is twelve inches long.

*rush* (rŭsh). 1. Hurry, move with speed or force. We must *rush* to get our work done. 2. A moving forward with speed or force. Many men joined the *rush* for gold.

*rust* (rŭst). 1. A reddish-yellow coating that forms on iron or steel. The blade of Jack's knife is covered with *rust*. 2. Make or become rusty. Don't leave the plow out in the field, for it may *rust*. 3. A reddish-yellow color. *Rust* and green go well together.

*rye* (rĭ). A kind of grain. Father raises oats and *rye*.

ā, āle; ă, ădd; â, câre; ä, ärm; á, ásk; ó, sofó; ä, giánt; ě, ěve; ě, ěnd; ě, makĕr; ě, ěvent; ě, ěĕre; ě, nickĕl; ĭ, ĭce; ĭ, ĭll; ĭ, animál; ô, ôld; ô, ôdd;



## S

**sad'dle** (săd'ł). A seat, usually made of leather, for the rider on a horse's back or on a bicycle. Our pony has never had a *saddle* on his back.

**sash** (săsh). Frame for the glass in a window. One *sash* in my window has eight panes of glass.

**sash** (săsh). A piece of ribbon or cloth worn about the waist for ornament. Jean's pink *sash* is made of silk.

**sauce** (sôs). A liquid dressing for meat, fish, vegetables, or puddings. Who likes ice cream with chocolate *sauce*?

**sau'cer** (sô'sēr). A small plate used under a cup. I have a blue cup and *saucer*.

**save** (sāv). 1. Rescue from danger. Dogs *save* many lives. 2. Keep, preserve. We will *save* some ice cream for you.

**sav'ing** (sāv'ing). From *save*. Joe is *saving* a seat for you.

**score** (skôr). 1. An account of points made in a game or on a test. The *score* at the end of the third inning was 0-0. 2. Gain points in a game. We hope James will *score* a touchdown.

**scout** (skout). 1. A member of the Boy Scouts or Girl Scouts. Is Jim a *scout*? 2. Go out to find or to watch. Joe will *scout* for wood for the fire.

**scrap** (skrăp). A small bit (of

anything). Haven't you a *scrap* of meat for Fido?

**scream** (skrēm). 1. Make a sharp cry or sound. Have you ever heard a parrot *scream*? 2. A sharp cry or sound. We heard the *scream* of an ambulance siren.

**seal** (sēl). Fasten tightly. Maud did not *seal* the letter she sent.

**seal** (sēl). A sea animal, hunted for its fur, hide, and oil. The fur of one kind of *seal* is costly.

**seek** (sēk). Look for. Some people still *seek* pirate treasure.

**seem** (sēm). Appear to be. Did Mary *seem* happy?

**seems** (sēmz). From *seem*. Bob *seems* glad to see us.

**set** (sēt). 1. Put. *Set* the dishes on the table. 2. Pass out of sight. The sun is about to *set*.

**set'ting** (sēt'ting). From *set*. Marie is *setting* the cake on the table. The sun is *setting*.

**set'tle** (sēt'tl). Establish oneself or get into a fixed position. Father likes to *settle* into his chair.

**sev'er al** (sēv'ēr āl). More than one or two. *Several* pupils are absent today.

**shame** (shām). Painful feeling caused by wrongdoing. Joe's *shame* was great when Miss Smith found he had cheated.

**share** (shār). 1. A part set aside. Where is my *share* of the cake? 2. Divide. We'll *share* our lunch with you.

**shore** (shōr). Land at the edge

ô, ôr; ô, ôbey; ô, sôft; ô, cōnnect; û, cûbe; û, ûp; ô, hâr; ô, ûnite;  
û, circûs; ôô, fôod; ôô, fôot; oi, oil; ou, out; tû, natûre; th, then; th, thin.


## SHOULDER

of a body of water. We had a picnic on the *shore* of Lake Erie. **shoul'der** (shōl'dēr). The part of the body to which an arm or the foreleg of an animal is attached. Henry sprained his *shoulder* in the game.

**shov'el** (shäv'l). 1. A broad, slightly hollowed blade having a long handle. Father puts coal on the furnace fire with a *shovel*. 2. Lift up and throw with a shovel. James will *shovel* the snow away from the door.

**sign** (sîn). 1. A notice giving information. A *sign* in the hospital read: "Quiet please." 2. Write one's name (on a document). Did Mother *sign* the check?

**si'lent** (si'lënt). 1. Free from noise. This street is *silent* at night. 2. Saying nothing. Be *silent* during a study period.

**silk'worm** (silk'-würm). A caterpillar which spins silk threads to make its cocoon.  **Silkworm**  
The *silkworm* feeds on mulberry leaves.

**sil'ly** (sil'i). Foolish. Did you ever hear such a *silly* remark?

**sin'gle** (sing'g'l). 1. One and no more. Joe hasn't a *single* marble. 2. For one only. My brother and I each have a *single* bed.

**sink** (sînk). 1. Go beneath the surface, as of water. My wooden hall will not *sink* in water. 2. A basin having a drain to carry

## SOAK

off water. Put the dishpan in the *sink*.

**six'ty** (sîks'tî). Six times ten (60). **skate** (skât). 1. A metal blade on a frame which can be fastened to a shoe, for gliding on ice. I'll help you put on your *skate*. 2. Glide on ice. Let's *skate* down the pond.

**skat'ing** (skât'ing). From *skate*. John is *skating* on the river. *Skating* is fine this winter.

**skirt** (skûrt). A garment that hangs from the waist, worn by women or girls. Jane wore a pink blouse and a gray *skirt*.

**sleep'y** (slēp'i). Wanting sleep. I'm too *sleepy* to read any more.

**sleeve** (slēv). The part of a garment that covers the arm. The *sleeve* of my coat is too long.

**slice** (slis). 1. A thin, flat piece cut off (something). Please give me a *slice* of bread. 2. Cut into slices. Irma will *slice* the cake.

**slip** (slîp). Lose one's grip or footing. Don't *slip* on the wet grass.

**slipped** (slîpt). From *slip*. John *slipped* on the ice and broke his arm.

**snap** (snăp). 1. Break suddenly. If Bob bends the branch, it may *snap* off. 2. Try to bite. Do not tease a dog, for it may *snap* at you.

**soak** (sōk). 1. Drench, wet thoroughly. Is Mother going to *soak* the clothes before washing them? 2. Enter, make a way

â, able; ä, ädd; â, câre; ä, ärm; ä, äsk; ä, sofä; ä, giänt; ê, êve; ê, ênd; ê, makê; ê, êvent; ê, hêre; ê, nickêl; î, ice; î, ill; î, animal; ô, old; ô, ôdd;

through. This gentle rain will *soak* into the ground.

**sol'dier** (sōl'jēr). One who serves in an army. John took the part of a *soldier* in our play.

**some'bod y** (sūm'bōd ī). A person, especially one not known. John heard *somebody* upstairs.

**sort** (sōrt). 1. A kind or class. What *sort* of rifle does your uncle use? 2. Arrange in lots. We'll *sort* the good oranges from the bad ones.

**sour** (sour). Having a sharp, acid taste. Lemon juice is *sour*.

**sow** (sō). Scatter seed on the ground; plant seeds in. The farmer will *sow* rye in this field.

**space** (spās). Place, room. How much *space* is left in the trunk?

**spare** (spār). 1. Not being used, extra. We have two *spare* tires on our car. 2. Lean, thin. Uncle Tom is a tall, *spare* man.

**spar'row** (spār'ō). A small bird. A *sparrow* perched on the window sill.

**speed** (spēd). Quickness of motion. An express train travels with *speed*.

**spid'er** (spī'dēr). An insect, having eight legs, that spins a web. The *spider* caught a fly in his web.

**split** (splīt). Cut or divide from end to end. Lincoln *split* logs into rails.

**spoil** (spoil). Be damaged, be made useless. The bananas will *spoil* in this warm room.

**spool** (spōol). A device made of

wood on which thread is wound.

Anne bought a *spool* of thread.

**sport** (spōrt). Hunting, fishing, baseball, and many other games are kinds of *sport*. Football is Jim's favorite *sport*.

**sprin'kle** (sprīng'k'l). 1. Scatter in small drops or particles, as water. Marie is going to *sprinkle* the lawn. 2. Rain slightly, fall in small drops or particles. It has started to *sprinkle*.

**square** (skwâr). 1. A figure having four equal sides and four right angles. Draw a four-inch *square*. Abbreviation: *sq.* 2. Having four equal sides and four right angles. Some houses are *square*.

**squir'el** (skwûr'-ēl). A small gray, black, or reddish-brown animal that gnaws and that lives in trees. The gray *squirrel* in the park has a bushy tail.



Squirrel

**sta'ble** (stā'b'l). A shelter for horses or cattle. Jim led his horse into the *stable*.

**stain** (stān). 1. A discolored mark. There is an ink *stain* on your book. 2. A dye or kind of paint. Father used walnut *stain* to paint our chairs. 3. Color. The painter will *stain* the wood to look like walnut.

**sta'tion** (stā'shūn). 1. A place where trains stop to take on or let off passengers. The train has

ô, ôr; ô, ôbey; ô, sôft; ô, cōnnect; û, cûbe; û, ûp; û, bûrn; û, ûnite;  
û, circûs; ôô, fôod; ôô, fôot; oi, oil; ou, out; tû, natûre; th, then; th, thin.

## STEADY

just pulled into the *station*. 2. Headquarters for police, troops, or other groups. Ted's father showed him the police *station*. **stead'y** (stěd'ŷ). 1. Not easily moved. Dan fixed the flagpole so that it was *steady*. 2. Regular. My brother has a *steady* job. **steep** (stēp). Almost straight up and down. It would be dangerous to climb that *steep* cliff. **stiff** (stĭf). Not moving easily. Tom's knee is *stiff*. **sting** (stĭng). Prick, hurt. If you disturb the bees, they may *sting* you. **stitch** (stĭch). 1. In sewing, a single passing of a needle and thread through cloth. Make each *stitch* even and firm. 2. Form stitches, sew. I'll *stitch* the seams on the machine. **stock** (stŏk). 1. Cattle and other animals on a farm. Joe helps his father feed the *stock*. 2. Goods for use or for sale. My uncle's store has a fine *stock* of writing paper. **stool** (stŏol). A seat without a back or arms. May stood on a *stool* to reach the top shelf. **straight** (strāt). Without a bend. Main Street is a broad, *straight* street. **strap** (strāp). A long narrow strip of leather, wood, or metal used for binding or fastening. Fasten the trunk on the back of the car with this *strap*. **stream'line** (strēm'lin). Make

## SUPPLY

in a shape that will move through air or water most easily. Engineers *streamline* a train to lower its resistance to air. **stretch** (strĕch). 1. Extend or reach out. Our cat likes to *stretch* out on the rug. 2. Draw out to greater length or width. *Stretch* the rubber band and put it around this envelope. **strike** (stri:k). Hit. Bob tried to *strike* the ball with his bat. **struck** (strŭk). From *strike*. The batter *struck* at the ball. **stud'les** (stŭd'lez). From *study*. Tom *studies* hard every night. **stud'y** (stŭd'ŷ). Give time and thought to. Esther wants to *study* music. **stud'y ing** (stŭd'ŷing). From *study*. What subjects are you *studying* now? **stump** (stŭmp). The part of a tree left in and above the ground after the main part has been cut or burned off. We sat on a *stump* to rest. **sud'den** (sŭd'n). Unexpected, quick. Our cat made a *sudden* jump and caught a mouse. **suff'er** (sŭf'ēr). Bear pain, annoyance, or punishment. War causes many people to *suffer*. **sunk** (sŭngk). From *sink*. The boat was *sunk* by an explosion. **sun'ny** (sŭn'ŷ). Of or in the rays of the sun. My bedroom is a *sunny* room. **sup ply'** (sŭ plĭ'). 1. Provide. Our school will *supply* our

ā, āble; ă, ădd; â, âre; ä, ärm; á, ásk; á, sofá; ǎ, ǎnt; ē, ēve; ě, ěnd; ě, makĕr; ê, êvent; ě, ěre; ě, nickĕl; ĭ, ĭce; ĭ, ĭll; ĭ, ĭnĭmal; ō, ōld; ō, ōdd;

# SUPPOSE

books next year. 2. Things or goods that are held for use or for sale; stock. Our grocer has a large *supply* of canned goods. *sup pose'* (sŭ pōz'). Think. Do you *suppose* Edith can come? *sur prise'* (sēr priz'). 1. Something unexpected or the feeling caused by it. The party was a *surprise* to me. 2. Take un-awares. Let's try to *surprise* Father on his birthday. *sweat'er* (swēt'ēr). A knitted or crocheted jacket or blouse. *swell* (swĕl). Make or grow larger. Dried prunes *swell* when soaked in water. *switch* (swich). 1. On a railroad, a device which makes it possible for a train to go from one track to another. The train will cross to the other track at the *switch*. 2. In electricity, a device for turning the current off or on. Turn the *switch* on, for we need light.

# T

*tab'let* (tăb'lĕt). 1. A surface on which to write, draw, or carve. Household accounts in ancient times were often kept on a clay *tablet*. 2. A pad. Father made notes on the *tablet* on his desk. *tale* (tāl). Story. We enjoyed Jim's *tale* of adventure. *tank* (tăngk). A large container for liquids or gases. Water is pumped to the town from that huge *tank* on the hill.

# THAT'S

*tar* (tār). A black, sticky liquid, obtained from pine trees, coal, and some kinds of rock. *tar'dy* (tār'dī). Late. Joan was *tardy* at school today. *taste* (tāst). 1. Try the flavor of. "Please let me *taste* the cake dough." 2. Flavor. Alice loves the *taste* of beef. *taught* (tôt). From teach. Mother *taught* us to cook. *teach* (tĕch). Show how to do or understand a thing. Father will *teach* me how to play tennis. *team* (tēm). 1. Two or more animals working together. Father harnessed the *team* to the plow. 2. People working together on one side in a game. Our baseball *team* won today. *tease* (tēz). Annoy or worry by requests or jokes. Why do boys always like to *tease* their sisters? *tel'c phone* (tĕl'ĕ fōn). 1. An electrical instrument by which persons at a distance may talk to each other. We talked to Uncle John last night on the *telephone*. 2. Use a telephone. I'll *telephone* you tomorrow. *tender* (tĕn'dēr). 1. Not tough. Roast the meat until it is *tender*. 2. The car of a train that carries coal and water for the engine. *tenth* (tĕnth). 1. One of ten equal parts. One *tenth* of fifty is five. 2. The game went into the *tenth* inning before our team won. *that's* (thăts). That is. *That's* all right; come again.

ô, ôr; ô, ôbey; ô, sôft; ô, cōnnect; û, cûbe; ũ, ûp; ũ, bûrn; a, ûnite; ũ, circûs; ôô, fôôd; ôô, fôôt; oi, oil: ou, out; tû, natûre; th, then; th, thin.



## THEMSELVES

them selves' (thēm sēlvz').

Themselves is used in a sentence to give added force. The boys *themselves* made the sandwiches for the picnic.

**thief** (thēf). A person who steals. A *thief* snatched my aunt's purse.

**thirst'y** (thūrs'tī). Feeling thirst. Let's get a drink of water, for I'm *thirsty*.

**thir'ty** (thūr'tī). Three times ten (30).

**through** (thrōō). 1. From one end or side to the other. Water burst *through* the dam. 2. In and out, about. We traveled far and wide *through* the South.

**thumb** (thūm). The short, thick finger of the hand. Tom cut his *thumb* with a knife.

**thun'der** (thūn'dēr). The loud noise after a flash of lightning. We heard the rumble of *thunder*.

**thus** (thūs). 1. In this way. He opened his speech *thus*: "Good evening, friends." 2. To this extent, so. *Thus* far we have all been well.

**ti'ger** (tī'gēr). A large and fierce wild animal of the cat family. The *tiger* has a coat of tawny fur striped with black.

**tight** (tīt). 1. Held firmly or packed closely together. Joe packed the box *tight* with books. 2. Fitting closely. My belt is too *tight*.

**tile** (tīl). A piece of baked clay, used in roofing and in making

## TRIM

drains and also used for ornament. The roof of our school is made of red *tile*.

**to ma'to** (tō mā'tō). The round, fleshy fruit of a vegetable plant.

**ton** (tūn). A measure of weight—2000 pounds. Father ordered a *ton* of coal.

**tongue** (tūng). 1. The organ in the mouth used in tasting or speaking. Jerry bit his *tongue* when he fell. 2. Meat from the tongue of an animal. Mother boiled a beef *tongue* for lunch.

**touch** (tūch). 1. Be close to with no space between. My desk and yours *touch*. 2. Put the hand on. Don't *touch* this pottery.

**trail** (trāl). 1. A path or roadway across a wild region. The *trail* up the mountain is steep. 2. Draw along the ground. Don't *trail* the towel on the floor.

**tramp** (trāmp). 1. Go on foot, walk. We like to *tramp* through the woods. 2. A long walk, a hike. We had a fine *tramp* in the woods. 3. A person who wanders about, a beggar. A *tramp* asked Mother for a cup of coffee.

**trav'el** (trāv'ēl). 1. Go on a journey. John is going to *travel* in the West. 2. A journey or journeys. *Travel* in our own country is increasing.

**treat** (trēt). Act (well or ill towards). We should always *treat* animals kindly.

**trim** (trīm). 1. Adorn, decorate.

ā, āble; ā, ādd; ā, cāre; ā, ārm; ā, āsk; ā, sofā; ā, giānt; ē, ēve; ē, ēnd;  
ō, makē; ē, ēvent; ē, hēre; ē, nickēl; ī, īce; ī, īll; ī, ānīmāl; ō, ōld; ō, ōdd;

## TROUBLE

## VOTE

We will *trim* the room with flowers. 2. Clip, cut off. We must *trim* the hedge.  
 trou'ble (trüb'l). Difficulty, misfortune. We are having *trouble* with our furnace.

tur'nip (tûr'nîp). A plant with a large root which is used for food. Mother put a *turnip* in the soup.



Turnip

twen'ty (twën'tî). Two times ten (20).

twen'ty-five' (twën'tî fiv'). One more than twenty-four.

## U

ug'ly (üg'li). 1. Displeasing to the eye. Many houses are *ugly*. 2. Disagreeable. A camel can be very stubborn and *ugly*.

um brel'la (üm brël'ä). A light folding frame, covered with material, used as a protection from sunshine or rain. Mother gave me a red *umbrella*.

un a'ble (ün ä'b'l). Not able. Mabel is *unable* to go today.

un der stand' (ün dër ständ'). 1. Know well and fully. We *understand* what to do. 2. Take in the meaning of. Ida didn't *understand* what he said.

un der stood' (ün dër stöod'). From *understand*. We *understood* why Grace went.

use'ful (üs'fööl). Of use or serv-

ice. A knife is *useful* in many ways.

u'su al (ü'zhöö äl). Happening often, common. We drove to town by the *usual* route.

## V

val'en tine (väl'ën tin). A card or gift sent on St. Valentine's Day. Did you send Amy a *valentine*? We had *valentine* decorations on the table.

val'ley (väl'i). Low land between hills or mountains. A river flows through the *valley*.

val'ue (väl'ü). Worth, usefulness. Tom's forward passing increased his *value* to the team.

vil'lage (vil'ij). A small community. Three hundred people live in our *village*.

vine (vîn). A climbing plant. We picked many bunches of grapes from the *vine*.



Vine

voice (vois). 1. Sound that comes from the mouth. Anne's *voice* is low and sweet. 2. Power of speaking or singing. Edith is so hoarse that she can hardly use her *voice*.

vote (vôt). 1. Expression of a wish or desire. My *vote* will be cast for Mary for secretary. 2. Cast, or give, a vote. We will *vote* for officers for the club. 3. Effect by voting. Our club will *vote* funds for current expenses.

û, ôr; ô, ôbey; ô, sôft; ô, cönnect; ü, cûbe; ü, üp; ü, bûrn; î, ûnite;  
 ü, circûs; ö, fööd; ö, fööt; oi, oil; ou, out; tü, natûre; th, then; th, thin.

## W

**war** (wôr). A state of fighting, conflict. Millions of men died in the first World War.

**was'n't** (wôz'n't). Was not. *Wasn't* the wind cold today?

**waste** (wäst). Throw away, use foolishly. We cannot afford to waste any food.

**wear** (wâr). 1. Carry or have on the body. Jane wants to wear her new coat. 2. Waste (away) slowly. Water can wear away stone.

**wed'ding** (wêd'ing). Marriage ceremony. We're coming to your wedding.

**weed** (wêd). 1. A useless or troublesome plant, particularly one growing on cultivated land. A dandelion on the lawn is a weed. 2. Pull out weeds. We'll help Father weed the garden.

**weigh** (wâ). 1. Find out how heavy a thing is. Let's weigh ourselves. 2. Be heavy, have weight. How much do your skates weigh?

**wel'come** (wêl'kâm). 1. Received with gladness. You are always welcome. 2. Receive with kindness. Let's welcome the new boys and girls.

**we'll** (wêl). We will, we shall. We'll come tomorrow.

**what ev'er** (hwôt êv'êr). 1. Anything which. I'll do whatever you wish. 2. No matter what. Whatever happens, we will come.

**when ev'er** (hwên êv'êr). At

whatever time. We'll be glad to see you whenever you come.

**wher ev'er** (hwâr êv'êr). At or in whatever place. We'll find you wherever you are.

**wheth'er** (hwêth'êr). Which of two possible choices. It doesn't matter whether you go or stay.

**whis'per** (hwis'pêr). Speak softly under the breath. We must not whisper in class.

**whis'tle** (hwis'tl). 1. Make a shrill sound. Sandy comes when we whistle. 2. Shrill sound. We heard the train's whistle.

**whom** (hōôm). What or which person. The girl to whom I wrote is my cousin.

**wife** (wif). A married woman. My uncle's wife is my aunt.

**wipe** (wîp). 1. Clean, dry. We'll wipe the dishes. 2. Remove dirt by rubbing. Mother will wipe off the piano with a duster.

**wise** (wîz). Having or making a right use of knowledge. Mother was wise to keep us in today.

**witch** (wîch). A woman supposed to have magical power. A witch was supposed to ride on a broomstick.

**wolf** (wôôlf). A wild animal, somewhat like a dog. The gray wolf may be seen in our country.

**wom'an** (wôôm'ân). A grown-up female person. Mother and another woman just came in.

**wom'en** (wîm'ên), pl. of woman. Thirty women belong to Aunt Janet's club.

â, âble; ä, ädd; â, câre; ä, ärm; á, ásk; á, sofá; ä, giánt; ê, êve; ê, ênd; é, makér; ê, évent; ê, hêre; ê, nickél; í, íce; í, íll; í, í, ánimál; ô, ôld; ô, ôdd;



## WONDERFUL

won'der ful (wŭn'dēr fōōl). Full of wonder, remarkable. The moonlight is *wonderful* tonight.  
worm (wŭrm). A small, crawling animal. The robin found a *worm* on the lawn.

worn (wōrn). From wear. Has Bob *worn* his new suit? Our books are *worn*, but we can use them anyhow.

worse (wŭrs). From bad. John's cold is *worse* today.

worst (wŭrst). From bad. This is the *worst* cake I've ever eaten!

wrist (rĭst). The joint on which the hand turns. Sara wears a watch on her *wrist*.

write (rĭt). 1. Form letters or words with a pen or pencil. Please *write* your name here. 2. Make a story, play, or poem; compose. Can Ann *write* poetry? writ'ten (rĭt'n). From write.

## ZERO

Lucy has *written* her name in the guest book. Father has just *written* a book.

## Y

yell (yĕl). 1. Shout with a loud and startling noise. We always *yell* at a game. 2. A loud shout. John led us in our school *yell*.

your self' (yōōr sĕlf'). Yourself is used in a sentence to give added force. Will you go *yourself* or send someone else?

## Z

zer'o (zĕr'ō). 1. A cipher, nothing. Five times *zero* is *zero*. 2. The point from which marking begins, as on a thermometer or scale. The thermometer read 10 degrees below *zero*.

ō, ōr; ō, ōbey; ō, ōft; ō, cōnnect; ū, cūbe; ū, ūp; ū, būrn; ū, ūnite;  
ū, cīrcūs; ōō, fōōd; ōō, fōōt; oi, oil; ou, out; tū, natūre; th, thes; th, thin.

## TO THE TEACHER

The title of this spelling series was not chosen by accident. "Using Words—An Enriched Spelling Program" was intended to indicate that in this series spelling has been considered a language art. The author has recognized that it is not enough merely for pupils to know how to spell words. Therefore, she has developed a learning program in which the pupil not only learns to spell words, but learns to use them accurately, with a genuine understanding of their meaning.

1. The pupil first sees each word in a story or brief article which he can read easily.

2. The words are grouped according to (a) child centers of interest, (b) meaning, and (c) related phonetic elements.

3. The exercises are designed to teach the pupil to spell, pronounce, and use each word correctly; to help him to become aware of phonetic elements in words, and to apply this knowledge to the spelling and pronouncing of all words; to develop those skills necessary to the effective and economic use of the dictionary; to help the pupil to develop an appreciation of the meaning of words; to give the pupil practice in using correct language forms.

4. The weekly tests and provisions for continuing the study of misspelled words insure the mastery of each word by the pupil before he drops it from his study list. It is suggested that each pupil make and keep a record book entitled "My Own Word Book." In this book the pupil should write each word misspelled in the final day's work of each week. In order to provide space for these misspelled words the book should contain thirty-six pages.

5. The number of words in the various books, of course, increases gradually from year to year. However, the number of words in the first lesson of each book is exactly the same as in the last lesson of the preceding book. There is a gradual increase in the number of words within the lessons themselves through the sixth year.

6. On page 1 of this book will be found concise instructions to the pupil. In addition, Lessons 1 and 2 give detailed instructions for each step that are extremely clear and simple.

7. The review lessons (6, 12, 18, 24, 30, and 36) provide a test of each pupil's misspellings during the preceding five weeks and make provision for the study and spelling of words in new relationships. Work in word analysis, word building, and usage is an integral part of each review lesson. If time is not available for the entire lesson, the test may be given and the review exercises omitted.

How the spelling vocabulary of *Using Words* was chosen. To determine the basic spelling vocabulary, a careful study was made of the investigations into the words children use in writing and the words they meet in reading. To learn what results have been obtained by others, the author conducted a study of the frequency

of occurrence of words and their grade placement in the seventeen most recent spelling series.

The list obtained was then checked against the following researches for frequency of occurrence and grade placement: Horn, *A Basic Writing Vocabulary*; Tidyman, *A Survey of the Writing Vocabularies of Public School Children in Connecticut*; Jones, *A Concrete Investigation of the Material of English Spelling*; Gates, *Spelling Difficulties in 3,876 Words*; Ayres, *A Measuring Scale for Ability in Spelling*; Buckingham Extension of the Ayres Scale; Ashbaugh, *The Iowa Spelling Scales*; Gates, *A Reading Vocabulary for the Primary Grades*; Thorndike, *Teacher's Word Book of 20,000 Words*; Dolch, *A Basic Sight Vocabulary*; Stone, *A Graded Vocabulary for Primary Reading*; Hockett, *The Vocabularies and Contents of Elementary School Readers*; I.K.U. list, *A Study of the Vocabulary of Children before Entering the First Grade*; Ogden, *Eight Hundred Basic English Words*; Buckingham and Dolch, *A Combined Word List*.

As a further check upon the basic words for intermediate grades, and their grade placement and frequency of occurrence, the author conducted an extensive research into the vocabularies of intermediate readers.

Many words are now a part of the vocabulary of children which have not been included in the older word lists. Some of these words are new and some have taken on entirely new meanings. Since children will need to use these words in their everyday living, it is just as necessary that they learn to spell and use such words as it is that they learn to spell and use the more traditional words. A nation-wide survey conducted by the author revealed common agreement among teachers as to the most important of these words.

After a very careful evaluation of all these studies, a word list was chosen of 3,705 words which are of unquestionable basic importance for spelling. The number of these words in each grade in *Using Words* is as follows: Grade 2—300; Grade 3—390; Grade 4—525; Grade 5—570; Grade 6—600; Grade 7—660; Grade 8—660. In addition, a number of other words have been developed from the basic words by the use of suffixes and prefixes.

Careful studies have repeatedly shown certain words to be unusually difficult for children to spell. To enable pupils to master these words, they are carried forward from grade to grade as part of the review and maintenance program.

**Special features of the fifth year book.** Among the special features of the fifth year book are the following:

1. The stories are easy to read because the vocabulary is largely that of preceding grades. All the new spelling words for each week appear in the story for that week.

2. Seventy-five of the most difficult fourth grade words are reviewed in this book.

3. Provision for individual differences is made through the "Word

Games." These games are provided for those pupils who have made perfect scores in the third day's test, and who, therefore, should be given more challenging work.

4. A "Spelling Dictionary" is included as part of the book. This dictionary is a source for word meanings and pronunciation. In addition, it is part of a well-organized plan for developing specific dictionary skills such as alphabetizing; the use of guide words; the ability to find words economically; the understanding of diacritical markings for various vowel sounds; the ability to syllabize words and place the accent mark; the ability to look up the correct meaning of words; the ability to choose the correct meaning when more than one is given.

5. As a part of the work in language, practice in the correct use of the following forms is provided: *saw, seen; come, came; is, are, was, were; can, may; did, done; those instead of them; lie, lying, lay, lain; gone, went; give, gave, given; doesn't, don't; burst; write, wrote, written; know, knew, known.* In addition, provision is made for practice in using homonyms, synonyms, antonyms, contractions, abbreviations; in capitalizing; in pronouncing correctly words frequently mispronounced by children; in using the comparative and superlative of such words as *easy*; and in working with suffixes, prefixes, singular and plural forms, and compound words.

6. Provision has been made for the use of each new word in the word list before its inclusion in a test.

7. Adequate maintenance is provided for the phonic program of previous grade levels.

8. Word meanings are taught not only through use of the Spelling Dictionary but through the use of pictures, opposites, synonyms, definitions, contextual clues, and through practice in establishing word relationships.

### SEMESTER TESTS

A test of fifty words has been set up for each semester. The words in each test have the same average and median of difficulty as the total word list for the semester.

To make up a test of fifty words, use the first list of words in each of the following exercises under the title "I. Using Your Words."

#### *First Half Year*

Exercises 1, 2, and 3 on page 14; 1, 2, and 3 on page 26; 1, 2, and 3 on page 38.

#### *Second Half Year*

Exercises 1, 2, and 3 on page 58; 1, 2, 3, and 4 on page 70; 1, 2, and 3 on page 82.

